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ABSTRACT

This document reports the outcomes of a series of meetings held in Florida to provide an overview of modified occupational completion points (MOCPs), to share examples of successful district practices, and to develop plans for implementing MOCPs in the state. Part 1 explains that MOCPs are student performance standards adapted for use with vocational students with disabilities. Part 2 presents information on developing and implementing modified occupational completion points. Part 3 includes documentation of the implementation of MOCPs in the Districts of Miami-Dade; St. Lucie, Martin, and Indian River Tri-County Consortium; and Broward County. Information includes an overview of the process in each district and MOCPs for the following areas of study: commercial foods and culinary arts, carpentry, automotive technology, retail and marketing, early childhood education, and graphic arts. MOCPs include student performance standards and substandards (competencies), job tasks, allowable modifications, and samples of matrices and certificates. Six appendixes contain the following: workshop presenters, participants in the October and November meetings, Course Modifications Rule, overview of MOCPs, and meeting information. (KC)

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Modified Occupational Completion Points in Vocational Education

for Students with Disabilities

Proceedings Document

October 27-28, 1997
November 6-7, 1997
Tampa, Florida

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For additional copies of this document, contact:

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Room 644 Turlington Bldg.
325 W. Gaines Street
Tallahassee, FL 32399-0400
Telephone: (850) 488-0186; Suncom: 278-0186
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Bureau of Instructional Support and Community Services
Room 622 Turlington Bldg.
325 W. Gaines Street
Tallahassee, FL 32399-0400
Telephone: (904) 488-1879
Suncom: 278-1879
Fax: (850) 487-2679

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Florida Department of Education
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Bureau of System Implementation and Technical Assistance

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Preface

In October and November 1997, a series of meetings was co-sponsored by the Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, and the Division of Workforce Development, Bureau of System Implementation and Technical Assistance for local districts to learn about modified occupational completion points (MOCPs) in vocational education for secondary students with disabilities. The objectives of the meetings were to:

1) provide an overview of the purpose and benefits of, and procedures for developing and reporting MOCPs;
2) share examples of successful district practices; and
3) develop local plans for implementing MOCPs.

School districts were invited to send teams of representatives from vocational education, exceptional student education, guidance, and other areas to participate. It was anticipated that these teams would work with other district staff to increase opportunities for students with disabilities in vocational job preparatory programs. **Appendix II and III** provide information about the teams and individual staff who attended the October and November meetings.

Broward, Miami-Dade, and a consortium of Indian River, Martin, and St. Lucie districts shared experiences in developing and implementing modified occupational completion points.

This proceedings document is intended for use in conjunction with the 1995 technical assistance document, *Modified Occupational Completion Points in Vocational Education for Students with Disabilities.* It provides examples of implementation approaches used by Broward, Miami-Dade, and the Indian River, Martin, and St. Lucie consortium.

Examples and information on MOCPs can also be found on the Florida Department of Education Home Page:

http://www.firn.edu/doe/bin00029/home0029.htm

Examples from other districts will also be available on the "MOCPs Exchange" on the Home Page. The MOCPs Exchange allows districts to share locally developed MOCPs in a timely and efficient manner. The MOCPs Exchange provides introductory information and examples from other school districts for districts developing their own MOCPs. Since MOCPs must be specific to local labor market needs, the information on the Exchange should only be used to generate ideas for MOCP development. The DOE is providing the MOCPs Exchange site as a service to districts because it has information that may be of interest to our users. ***The Florida Department of Education does not necessarily endorse the views expressed or the facts presented on this site. Further, the DOE does not endorse any products that may be identified or available on this site.***

Acknowledgments

This document represents materials that were presented during two meetings sponsored by the Florida Department of Education. Michele Polland, Supervisor, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education and Janet Adams, Supervisor, Bureau of System Implementation and Technical Assistance, Division of Workforce Development organized and facilitated the meetings.

District vocational and exceptional student education (ESE) personnel who provided valuable information about development and implementation of MOCPs included:

Broward County

Elizabeth Baskin
Teacher, Hallandale High School

Debbie Batts
Teacher, South Broward High School

Jacqueline Ford
Teacher, Stranahan High School

Mike Perduto
Vocational/ESE Specialist

Larry Rothman, Vocational Teacher
Sheridan Vocational Technical Center

Rose Walsh
Teacher, Bright Horizons

Annette Zylinski
Curriculum Supervisor

Miami-Dade County

Pat Hawkins
Vocational/ESE Specialist

Mary Jones, ESE Mainstream Support Teacher
Turner Technical Arts High School

Peggy Pfenninger, Curriculum-Based
Vocational Assessment Specialist
FDLRS South

Lu Sisselman
Vocational/ESE Inservice Specialist

Indian River, Martin, and St. Lucie Consortium

Barbara LaBella, ESE Transition Specialist
Indian River County Schools

Lloyd Ebling
School to Work Coordinator
Martin County High School

Jean Koperski, ESE Transition Specialist
Martin County Schools

Jacki Steele
Vocational/ESE Program Specialist
St. Lucie County Schools

See **Appendix I** for additional contact information on presenters.

Part I

What Are Modified Occupational Completion Points (MOCPs) and Why Are They Important?

Introduction

The Florida Department of Education (DOE) has undertaken the job of restructuring vocational education curricula to be more responsive to the needs of business and industry in Florida and to improve vocational education courses for secondary students preparing to enter the work force. This restructuring is based upon occupational clusters that share a common core of basic knowledge and competencies. Many occupational programs offer the option of occupational completion points. An occupational completion point is a group of competencies or skills for a specific occupation as identified by the Dictionary of Occupational Titles (DOT), an Occupational Employment Statistics (OES) code, or an industry-defined title. For students with disabilities in a job preparatory program, one or more established occupational completion points may be pursued. Rule 6A-6.0312 FAC., Course Modifications for Exceptional Students, may be used in developing modifications to preexisting Occupational Completion Points. These modifications are developed as a part of the Transition Individual Educational Plan (IEP) process.

Modified Occupational Completion Points (MOCPs) are selected sets of student performance standards that fall between pre-established occupational completion points as identified in vocational job preparatory course descriptions. These selected standards guide the student in completing a modified program and developing marketable skills.

History

The modification of vocational course requirements for students with disabilities was first addressed in the 1987 revision of the course modifications rule. The course modifications rule **(Appendix IV)** allowed adaptations in the amount of instructional time needed to complete a course; allowed variations in instructional methods; allowed for accommodations to communications systems in the instructional setting; permitted modifications to classroom and district testing procedures; and prescribed conditions for modifying vocational course requirements.

In 1993, a DOE work group addressed the application of the course modifications rule to vocational educational courses. At that time, Multiple Exit Points, a precursor to Modified Occupational Completion Points, were defined and an approach for incorporating required competencies as a part of the Transition IEP was identified. Data elements were adapted to permit the reporting of students with disabilities as modified program completers.

In 1994, the DOE initiated vocational curriculum restructuring as a response to numerous federal and state initiatives, including Blueprint 2000, Blueprint for Career Preparation, Carl Perkins legislation, School to Work programs, Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, and Goals 2000. The objective of the restructuring was to ensure that programs:

- were responsive to the needs of business and industry;
- contributed to the self-sufficiency of students;
- integrated high-level academic skills and the SCANS competencies; and
- provided clearly defined articulation between delivery systems (secondary to post-secondary).

Basic components of vocational program restructuring included occupational clusters and occupational completion points. Data elements for reporting were revised to reflect the new vocational curriculum structure and ensure that student outcomes were accurately reported.

DOE's restructuring and updating of vocational education curricula is on-going. Approximately 181 of the programs have been restructured. More than 950 local practitioners and business and industry representatives have been involved in the process.

With vocational education curriculum restructuring came the opportunity to better address modifications needed by some students with disabilities. In 1995, terminology related to multiple exit points was changed to be consistent with Occupational Completion Points. The term **Modified Occupational Completion Points** was adapted for use.

Modified Occupational Completion Points in Vocational Education For Students with Disabilities (1995) clarified application of the course modifications rule to Occupational Completion Points.

Modifying occupational completion points for students with disabilities has allowed more secondary students to participate and successfully complete regular vocational job preparatory programs.

Benefits of Using Modified Occupational Completion Points

- Increased flexibility in career planning; allow more opportunities and choices related to education and jobs.
- Give students and teachers a targeted outcome.
- Highlight student abilities rather than disabilities.
- Meet the requirements of Transition IEPs.
- Respond to accountability and accessibility mandates.
- Allow for a larger, more diverse population of workers that meet local community labor market needs.
- Earlier and continuous individual career counseling.

- Provide a realistic career plan which allow students to move vertically and horizontally based on changing needs, interests, and labor market changes.
- Coordinate more realistically with vocational assessment and evaluation procedures.
- Promote greater awareness and interdisciplinary collaboration that enhances transition planning.
- Complement dropout prevention by helping students target specific school to work goals.

Part II
Developing and Implementing Modified Occupational Completion Points

Assessment

The development of an appropriate vocational education plan depends on assessing a student's interests and abilities. For students with disabilities, traditional assessment approaches may not be effective. Curriculum-Based Vocational Assessment (CBVA) is one approach that is being successfully implemented in Florida.

The CBVA approach was introduced to Florida district school personnel in 1989 by Dr. Robert Stodden. Dr. Stodden, Professor of Special Education at the University of Hawaii has been one of the pioneering forces advocating for the CBVA approach.

CBVA is a process for determining career development and vocational instructional needs of students based upon ongoing performance within existing course content and curriculum. It is a systematic, continuous evaluation process that allows for the development of individual student data that can guide the career development of the student. CBVA helps identify the student's skills and preferences which are key factors to consider in transition planning.

CBVA provides information about work-related behaviors, generalized instructional outcomes, and specific skill outcomes. Each piece of information can play a part in evaluation and can help in making placement and programming decisions. CBVA instrument data can be integrated with assessment information from other sources in order to:

- determine current career/vocational functioning level;
- develop annual vocational program goals; and
- develop observable, measurable short-term vocational instructional objectives.

CBVA supports Transition IEP development by providing functional data for developing goals and objectives and documenting the extent to which these goals and objectives have been met.

Further, CBVA serves as a performance-based method to assess the need for Modified Occupational Completion Points (MOCPs). CBVA data is useful when a student is identified as appropriate for a modified occupational completion point. CBVA also provides a method for recording performance and documenting mastery of modified outcomes.

Several school districts are using CBVA and have developed CBVA checklists to be used with middle and high school students. Pasco County has developed an ESE Performance Profile to be used with middle school vocational exploratory courses (vocational wheels) as well as performance profiles for specific exploratory vocational courses (see pages 11 and 13). A generic CBVA rating form developed by Miami-Dade County that may be used for vocational or academic courses can be found on page 15. Part III, District Approaches, Miami-Dade County (page 31), provides additional information about the use of CBVA in one school district.

ESE PERFORMANCE PROFILE

Name: ______________________
School: ______________________
School Year: ______________________

Proficiency	3=Above Average 2=Average 1=Below Average

ESE Teacher: ______________________
Approx. Reading Level: ______________
Approx. Math Level: ______________
Special Needs: ______________________

WORK RELATED BEHAVIORS	Agribusiness	Computer/ Business Ed.	Health Occupations	Home Economics	Industrial Technology	Marketing Occupations
1. Displays initiative.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
2. Displays tolerance of frustration.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
3. Relates to peers/co-workers.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
4. Relates to teachers/supervisors.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
5. Works independently.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
6. Completes tasks as directed.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
7. Displays appropriate conduct, habits, manners.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
8. Displays appropriate appearance.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
9. Complies with attendance regulations.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
10. Uses care with materials/equipment.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
11. Complies with safety rules.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Strengths (Choose from Behaviors 1 through 11)						
1. Displays an interest in this vocational career.	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Grade (numerical)						
Teacher's Signature/Date						

Additional Comments:
____
____
____

White - ESE Teacher, Canary - Cum Folder, Pink - Vocational Coordinator

Revised 6/9/95

PERFORMANCE PROFILE FOR EXPLORATORY VOCATIONAL COURSES
CAREER SKILLS FOR ____________________

Name: ____________________________
School: ____________________________
School Year: ________________________

ESE Teacher: ____________________
Approx. Reading Level: ____________
Approx. Math Level: ______________
Special Needs: ____________________

Proficiency	3=Above Average 2=Average 1=Below Average

Section A - WORK RELATED BEHAVIORS	Rating		Comments
1. Display initiative.	3 2 1		
2. Display tolerance of frustration.	3 2 1		
3. Relate to peers/co-workers.	3 2 1		
4. Relate to teachers/supervisors.	3 2 1		
5. Work independently.	3 2 1		
6. Complete tasks as directed	3 2 1		
7. Display appropriate conduct, habits, manners.	3 2 1		
8. Display appropriate appearance.	3 2 1		
9. Comply with attendance regulations.	3 2 1		
10. Use care with materials/equipment.	3 2 1		
11. Comply with safety rules.	3 2 1		
Section B - CAREER SKILLS	**Rating**	**Student Interest**	**Comments**
12. Define related terms.	3 2 1	3 2 1	
13. Demonstrate proper care and handling of equipment.	3 2 1		
14. Perform basic operations.	3 2 1		
15. Identify related careers.	3 2 1		

White - ESE Teacher (Program/Cum Folder)
Canary - Career Planner
Pink - High School Vocational Coordinator

Teacher's Signature: ________________________________ Date: ______________

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name ______________________________
ID# ______________________________
Exceptionality ______________________________
Home School ______________________________
Shared-time School ______________________________
ESE Dept. Chairperson ______________________________

Scale

Y = Yes N = No

DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. ______________________	Y N	Y N	Y N	Y N
18. ______________________	Y N	Y N	Y N	Y N
19. ______________________	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

School Year(s) ______________________ Grade(s) ____
Course Name: ______________________________
Course # : ______________________________
Rater's Name ______________________________
Rater's Signature ______________________________

Scale

P = Proficient
M = Pro.w/modification
N = Not Proficient

DO NOT RATE ANY ITEM NOT OBSERVED

SPECIFIC SKILL OUTCOMES: Dates:				
31.	___	___	___	___
32.	___	___	___	___
33.	___	___	___	___
34.	___	___	___	___
35.	___	___	___	___
36.	___	___	___	___
37.	___	___	___	___
38.	___	___	___	___
39.	___	___	___	___
40.	___	___	___	___
41.	___	___	___	___
42.	___	___	___	___
43.	___	___	___	___
44.	___	___	___	___
45.	___	___	___	___
46.	___	___	___	___
47.	___	___	___	___
48.	___	___	___	___
49.	___	___	___	___
50.	___	___	___	___
51.	___	___	___	___

MODIFICATIONS: ***List date, item #, and modification for each (M) rating.***

DATE	ITEM#	MODIFICATION
____	____	______________________________
____	____	______________________________
____	____	______________________________
____	____	______________________________
____	____	______________________________
____	____	______________________________
____	____	______________________________
____	____	______________________________

Use back of form to list additional modifications or make general comments.

Role of the Transition Individual Educational Plan in Identifying Appropriate Vocational Outcomes

The Transition IEP identifies needs related to postsecondary outcomes for students with disabilities. Planning often includes identifying vocational outcomes and selecting vocational job preparatory courses. Most students will be able to master one or more occupational completion points during high school. Sometimes instructional or curriculum modifications are needed if a student is unable to complete occupational completion points within available time frames or has significant needs. In cooperation with the student, vocational and exceptional student education (ESE) staff identify appropriate vocational outcomes, which are documented in the Transition IEP. Some options in developing an appropriate vocational job preparatory program include:

No modifications	The student completes the requirements for completion of the vocational program with no modifications or accommodations. Upon successful completion, the student is reported as a standard occupational completion point(s) completer.
Instructional modifications without curriculum modifications	Modifications may be made to time requirements, variations in instructional methodology, accommodations for teacher-student communications systems, classroom and district testing procedures, and other evaluation procedures. Upon successful completion, the student is reported as a standard occupational completion point(s) completer.
Curriculum framework modifications without instructional modifications	Curriculum modifications may involve selecting particular outcomes and student performance standards from a job preparatory program. The student must master these outcomes and standards to earn credit. These performance standards must be specified in the Transition IEP and are designated as Modified Occupational Completion Points. No instructional modifications are required. Upon successful completion of specified requirements, the student is reported as a modified occupational completion point(s) completer.
Curriculum framework modifications with instructional modifications	Curriculum modifications may involve selecting particular outcomes and student performance standards from a job preparatory program. The student must master these outcomes and standards to earn credit. The student requires modifications in time requirements, variations in instructional methodology, accommodations for teacher-student communications systems, classroom and district testing procedures, or other evaluation procedures. These performance standards must be specified in the Transition IEP and are designated as Modified Occupational Completion Points. Upon successful completion of specified requirements, the student is reported as a modified occupational completion point(s) completer.

An Approach for Adapting the Coursework Requirements or Frameworks

Since the concept of Multiple Exit Points was introduced in 1993, Florida school districts have worked to develop appropriate instructional and curriculum modifications so that more students with disabilities can participate in vocational education. Rule 6A-6.0312(6) FAC, Course Modifications for Exceptional Students, states, "The school board's provisions for course modifications shall be incorporated in the district's Pupil Progression Plan." If Modified Occupational Completion Points (MOCPs) are used, the district must specify in the Pupil Progression Plan the availability of MOCPs.

Each district must develop an individual approach. The following steps, summarized from *Modified Occupational Completion Points in Vocational Education for Students with Disabilities* (1995), are offered as a starting point. Part III provides additional approaches discussed by district presenters during the meeting. These steps will support the development of district policy, procedures, and technical assistance materials to meet student needs and assist in development of vocational education programs for students with disabilities.

1. Vocational educators establish commitment of district administration to implement MOCPs.

2. Vocational educators establish a core team that includes representatives from vocational education, exceptional student education, guidance/counseling, vocational rehabilitation, local business and industry, occupational and vocational specialists, and parents.

3. Core team reviews state policy on course modifications for students with disabilities in vocational education as well as technical assistance materials related to vocational education enrollment, completion, and placement.

4. Core team reviews state MOCPs technical assistance materials as well as district-developed materials as possible models for local use.

5. Core team drafts district policy on course modifications including provision for course modifications in the district's Pupil Progression Plan and submits it for review and approval.

6. Core team selects specific vocational programs areas, reviews curriculum frameworks, and develops MOCPs job charts to reflect occupations in the community, using recommended titles from the Dictionary of Occupational Titles (DOT), when appropriate.

7. Vocational instructors and business representatives identify student performance standards for selected MOCP areas identified on jobs charts.

8. Core team establishes procedures for including MOCPs in student performance standards in the Transition IEP and adopts procedure for tailoring MOCPs for individual students.

9. Core team develops district-level technical assistance materials which include recommended policies, procedures, and MOCPs job charts.

10. Core team and/or other staff provide training and on-site technical assistance, as appropriate.

Reporting Requirements

Information on students enrolled in vocational education courses must be reported according to requirements in the Florida Department of Education's *Vocational and Applied Technology Data Base Handbook* (hereinafter referred to as the Handbook). The Handbook is developed by selected staff from the Workforce Education and Outcome Information Services Office and the Division of Workforce Development, Florida Department of Education. In reporting information on students in vocational education courses, it is important to use the Handbook that applies to the school year being reported. The summary provided here is consistent with data elements and requirements in the 1996-97 Handbook.

Of the many required data elements for reporting students enrolled in vocational education courses, four elements are of particular significance for students with disabilities who are served in ESE programs. These elements should be reviewed and reported for any ESE student enrolled in a vocational education course. These data elements are briefly summarized as follows:

Exceptionality, Primary Pages 20-21 of Handbook	This code identifies the exceptionality for which a student is enrolled in a course or FEFP program.
Vocational Instructional Setting/Method Pages 92-93 of Handbook	For ESE students, enter code **S** for separate class, enter code **M** for mainstreamed, or enter code **E** for mainstreamed with modified outcomes or student performance standards.
Vocational Occupational Completion Point (VOCP) Pages 94-95 of Handbook	Enter a code **8** in the second position with the appropriate completion point code for exceptional students who have achieved a modified completion between established occupational completion points. (NOTE: Only students with an **E** reported for the Vocational Instructional Setting/Method Code can be reported with an **"8"** in the second position of the VOCP code.)
Vocational Termination Pages 110-111 in of Handbook	Enter the appropriate code based upon student completion. ESE students who complete modified occupational completion points should be reported as **C**, or **S**, for Completers.

Follow up is part of accountability and of the job preparatory continuum. Follow up occurs each year in the spring through an electronic matching process, whereby student records are matched at the state level with information from employers. Follow up data will be collected and analyzed for students with disabilities who complete MOCPs within job preparatory programs in the same way as students who have completed job preparatory programs at established OCPs.

In past years, follow up has focused on "placement in jobs related to training" and looked for a relationship between each student's overall vocational program (i.e., horticulture) and the job in which the student was found to be employed. Matches were based on a group of occupations within each program area rather than a specific occupation identified by a completion point.

Currently many procedures are changing to meet the requirements of new Workforce Development legislation that addresses post-secondary vocational and adult education programs. Follow up will continue to be a critical component of accountability as well as program funding. It is anticipated that secondary students with disabilities who complete MOCPs will continue to be followed up in the same manner as all students. New state and local follow-up procedures will be announced in Spring 1998. It is important for staff in vocational job preparatory programs to stay in contact with local vocational education administrators to learn the new procedures as soon as they are disseminated.

Emerging and Continuing Issues in Implementing Modified Occupational Completion Points

The implementation of Modified Occupational Completion Points, a fairly recent and developing initiative, is challenged by a number of ongoing and emerging issues that directly impact the process. Some of these include the continued restructuring of vocational education curriculum at the state level, maintaining accurate information consistent with required database reporting requirements, and funding for post-secondary vocational education programs.

Vocational job preparatory curriculum review and restructuring is ongoing within the Florida Department of Education. As districts develop MOCPs to meet the vocational education needs of its students with disabilities, they should also periodically compare established MOCP job charts with programs that are being restructured. This review process should ensure that the Modified Occupational Completion Points are consistent with current vocational education course descriptions. A process for updating the MOCPs and the Transition IEP should be established.

Funding considerations for vocational education should always be a part of any modified occupational completion point activity. Of special concern should be the identification of any special vocational needs or modifications in a student's Transition IEP so that matrix coding can appropriately reflect the student's needs. Other funding issues which may affect planning for MOCPs are related to shared time programs and dual enrollment programs. Further, future and continuing workforce development funding should also be considered in the development of MOCPs.

Changes in reporting requirements for vocational education programs are often required by state or federal mandates. It is important for district personnel to understand the effect changes to the general reporting requirements for vocational education have on students who are Modified Occupational Point Completers and make appropriate adjustments in reporting. It is critical that the most current Vocational Database Handbook is used to report student participation.

Part III

District Approaches

The following materials were provided as resource materials to the district teams who participated in the two-day training on the development of Modified Occupational Completion Points for Students with Disabilities.

Miami-Dade

Miami-Dade
Overview of Process Used
to Develop Modified Occupational Completion Points

Dade County Public Schools

The Journey...

Presenters (in order of appearance):

- Ms. Patricia Hawkins, Ed. Specialist
  OATACE (305)995-1864
- Ms. Peggy Pfenninger, CBVA Specialist
  OATACE/FDLRS-South
- Ms. Lu Sisselman, Ed. Specialist
  OATACE
- Ms. Mary Jones, ESE/Vocational Specialist
  William H. Turner Technical Arts H.S.

Participants will...

- Recognize how unique Dade County& DCPS are,
- Become familiar with it s labor market information and trends,
- Gain information re: Dade's MOCP Program development, including a related initiative, and
- Realize/confirm that,

"Nothing works in isolation."

Comparison of Unemployment Rates

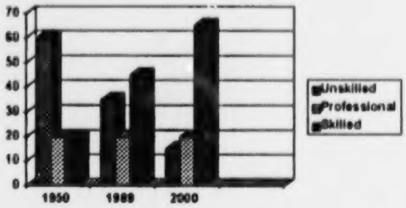
Nationally -	4.8%
Florida -	4.9%
Broward -	5.1%
Dade -	7.8%

Dade's economy is based on industries that are growing slowly or shrinking

Dade County's Labor Force

Total Population -	2,031,336
Labor Force -	1,062,200
Employed -	978,825
Unemployed -	83,375
Unemployment Rate -	7.8%

The Workforce is Changing… it's time for MOCP's



What are the Growth Areas in Dade County?

- Transportation: +8%
- Health Services: +34.7%
- Total Government: +9.4%

Growth areas are those that tend to be dependent on various methods of tax support.

Dade County Public Schools

- 51 Middle Schools
- 26 Senior High Schools
- 1 Comprehensive High School
- 2 Vocational-Technical Centers
- June, 1997 - 900 ESE Graduates Countywide

Why did we need MOCP's?

We had ...

- Students with Disabilities enrolled in Job Prep Programs - not "completing" , but exiting with marketable skills
- Job Prep Instructors who wanted to give credit for (partial) completion and certificates to recognize skills mastered

MOCP's
You Gotta Have a Team!

- Applied Technology District Representative
- ESE District Representative
- ESE Rep from the School
- Job Prep Instructor - with industry input/validation
- Vocational Assessment Specialist

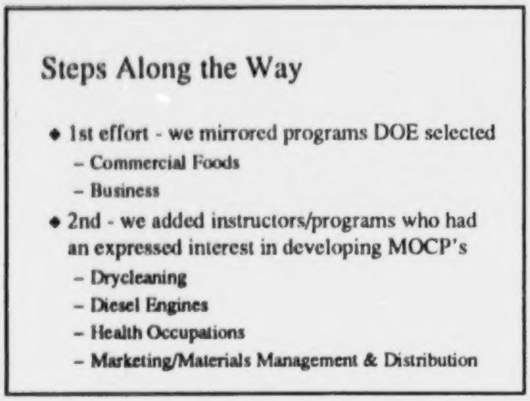
"Are we there yet?"

- 1st came CBVA
- Then - MOCP's
- Then - Transition: The IDEA Way
- Then - Occupational Completion Points and Curriculum Restructuring
- All work together - To fit the unique needs of a District

Nothing works in isolation.

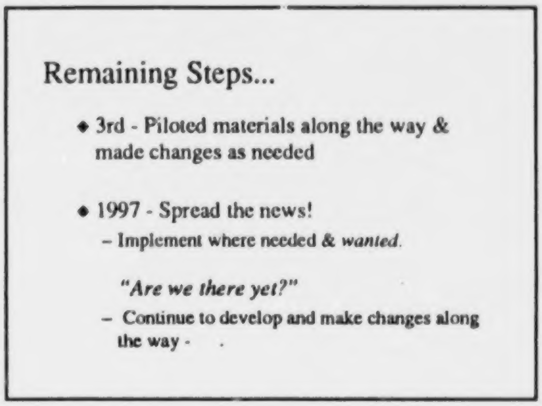
Team Approach - Vocational Assessment Specialist Needs

- Knowledge of CBVA
- An understanding of MOCP's
- To be familiar with job prep curriculums
- Knowledge related to vocational & career information and labor market information sources



Steps Along the Way

- 1st effort - we mirrored programs DOE selected
  - Commercial Foods
  - Business
- 2nd - we added instructors/programs who had an expressed interest in developing MOCP's
  - Drycleaning
  - Diesel Engines
  - Health Occupations
  - Marketing/Materials Management & Distribution

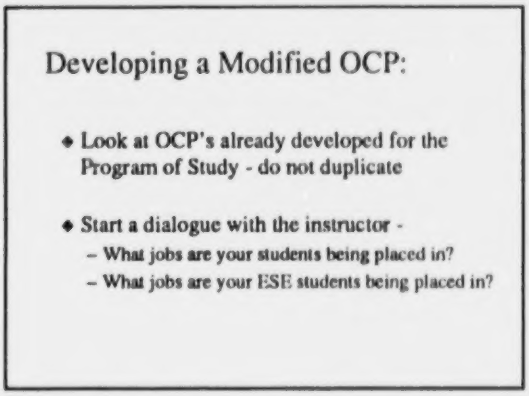


Remaining Steps...

- 3rd - Piloted materials along the way & made changes as needed
- 1997 - Spread the news!
  - Implement where needed & *wanted.*

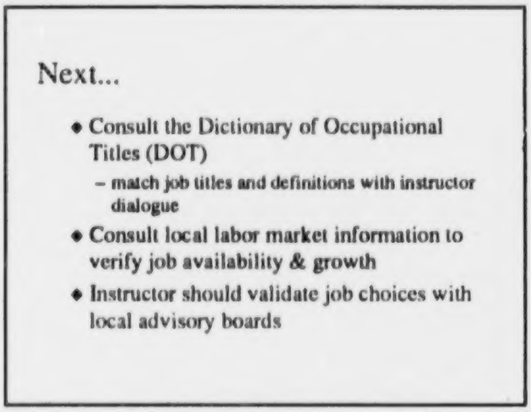
"Are we there yet?"

- Continue to develop and make changes along the way -



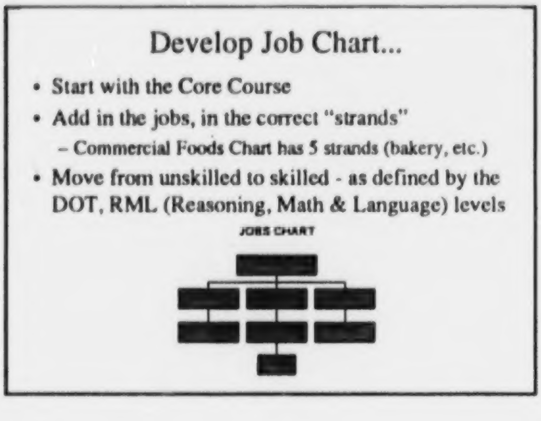
Developing a Modified OCP:

- Look at OCP's already developed for the Program of Study - do not duplicate
- Start a dialogue with the instructor -
  - What jobs are your students being placed in?
  - What jobs are your ESE students being placed in?



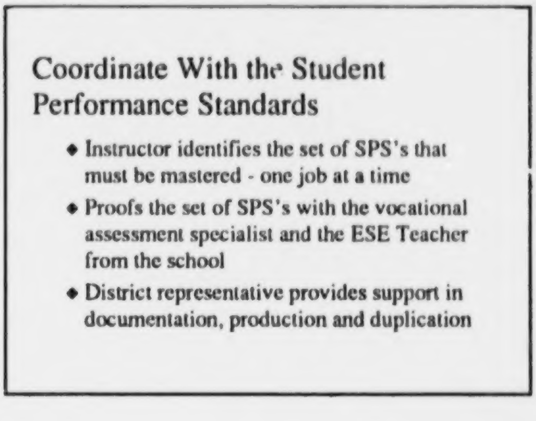
Next...

- Consult the Dictionary of Occupational Titles (DOT)
  - match job titles and definitions with instructor dialogue
- Consult local labor market information to verify job availability & growth
- Instructor should validate job choices with local advisory boards



Develop Job Chart...

- Start with the Core Course
- Add in the jobs, in the correct "strands"
  - Commercial Foods Chart has 5 strands (bakery, etc.)
- Move from unskilled to skilled - as defined by the DOT, RML (Reasoning, Math & Language) levels



Coordinate With the Student Performance Standards

- Instructor identifies the set of SPS's that must be mastered - one job at a time
- Proofs the set of SPS's with the vocational assessment specialist and the ESE Teacher from the school
- District representative provides support in documentation, production and duplication

What is CBVA?

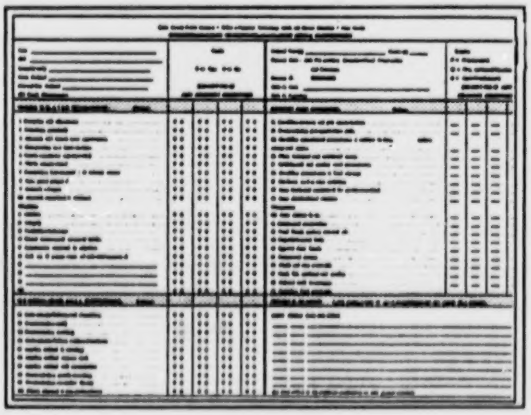
- A State Program Improvement Initiative
- Model authored & introduced by Dr. Robert Stodden of the Univ. of Hawaii
- Training of Trainers in 1991

CBVA = Accountability for MOCP's

- The program/materials enhance the implementation of MOCP's - provide accountability in student selection
- CBVA works as a performance-based method of assessing skill mastery

CBVA - Three Areas

- Work Related Behaviors
  - Transferable Skills
- Generalized Skill Outcomes
  - broader concepts, such as: following written directions
- Specific Skill Outcomes
  - Specific Skills related to the course that is being rated

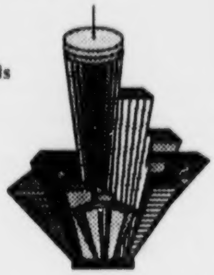


ESE Connection

- Process Requirements
- Forms for IEP

William H. Turner Technical Arts High School

- Dade County Public Schools
- Reaching into the 21st Century



Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name ______________________________
ID # ______________________________
Exceptionality ______________________________
Home School ______________________________
Shared-time School ______________________________
ESE Dept. Chairperson

Scale

Y = Yes N = No

DO NOT RATE
ANY ITEM NOT OBSERVED

School Year(s) ______________________________ Grade(s) ______
Course Name: Job Preparatory Education/Food Production and Services
Course #: 79800302I
Rater's Name ______________________________
Rater's Signature

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY
ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. ______________________________	Y N	Y N	Y N	Y N
18. ______________________________	Y N	Y N	Y N	Y N
19. ______________________________	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

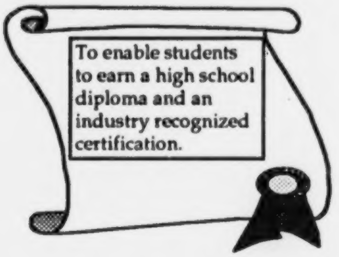
SPECIFIC SKILL OUTCOMES: Dates:				
31. Identifies careers and job opportunities	___	___	___	___
32. Demonstrates job application skills	___	___	___	___
33. Identifies operational procedures in relation to time, motion, money and space	___	___	___	___
34. Plans balanced and nutritional menus	___	___	___	___
35. Exhibits safe and sanitary work procedures	___	___	___	___
36. Identifies procedures in food storage	___	___	___	___
37. Performs meal service activities	___	___	___	___
38. Uses tools and equipment for portion control	___	___	___	___
39. Uses standardized recipes	___	___	___	___
Prepares:				
40. Bake station items	___	___	___	___
41. Salads and sandwiches	___	___	___	___
42. Fried foods such as pan and stir	___	___	___	___
43. Vegetables and fruits	___	___	___	___
44. Egg and dairy foods	___	___	___	___
45. Soups and sauces	___	___	___	___
46. Pasta and rice products	___	___	___	___
47. Meat, fish, seafood and poultry	___	___	___	___
48. Hot and cold beverages	___	___	___	___
49. Evaluates food products				

MODIFICATIONS: ***List date, item #, and modification for each (M) rating.***

DATE	ITEMS	MODIFICATION
______	______	______________________________
______	______	______________________________
______	______	______________________________
______	______	______________________________
______	______	______________________________
______	______	______________________________
______	______	______________________________
______	______	______________________________
______	______	______________________________

Use back of form to list additional modifications or make general comments.

Vision of Turner Tech



To enable students to earn a high school diploma and an industry recognized certification.

What is our mission? "2 FOR 1"

- To prepare students who are prepared to enter the work force with a high level of academic, technical, personal and social competence.

What do we offer?

- 7 Career Academies:
  - Academy of Residential Construction
  - Agriscience
  - Applied Business Technology
  - Fannie Mae/National Academy of Finance
  - Health
  - Industrial Technology
  - Public Service/Television Production

22 Programs of Study

Who are our students?

- Total student body = 2100 students
- ESE Population - by Exceptionalities:
  - 159 Specific Learning Disabilities
  - 13 Deaf/Hard or Hearing
  - 6 Educable Mentally Handicapped
  - 5 Emotionally Handicapped
  - 2 Visually Impaired
  - 1 Physically Impaired

The Educational Bridge to the 21st Century

- In the rapidly changing global job market of the 21st century, the challenge is to prepare students for a flexible lifelohg learning process that will ensure employability and personal success.

At Turner Tech, MOCP's are Offered in:

- Business Education
- Health
- Diesel Engine Mechanics
- Marketing/Materials Processing & Distribution

WIN ⇦ ⇨ WIN

- For the Student & the Teacher
- Student Advocacy
- Accountability

The Journey...

Starts with one step.

All of the initiatives/programs are connected and work together.

Nothing works in isolation.

Contact:

- Ms. Patricia Hawkins
  Dade County Public Schools
  1450 N.E. 2nd Avenue
  Miami, FL 33132
- (305)995-1864

Miami-Dade
Curriculum-Based Vocational Assessment

Miami-Dade County Public Schools - Miami, Florida
Office of Applied Technology, Adult, and Career Education

CBVA Stands for...

- Curriculum-Based Vocational Assessment

CBVA is...

- A State of Florida, DOE Program Improvement Initiative
- A rating procedure used by teachers with disabled students, grades 7-12
- A performance-based method of assessment

Within a Career/Vocational Sequence CBVA Determines...

- Interests
- Aptitudes
- Instructional Needs
- Modification Needs
- Skills Developed

CBVA Rating Forms are...

Written for applied technology and career related courses, in areas such as:

- Employability Skills
- Agriculture Education
- Business Education
- Home Economics Education
- Health Occupations Education
- Technology Education
- Industrial Education
- Marketing Education
- Job Preparatory Education
- OJT Programs

Areas of Assessment...

1. **Work Related Behaviors -**
   behaviors which are thought to be critical for student success on the job
2. **Generalized Skill Outcomes -**
   prerequisite concepts and knowledge necessary for successful performance of skills needed for a number of occupational areas, e.g., understanding and following written instructions
3. **Specific Skill Outcomes-**
   sets of skills relevant to a particular trade area or class

Program Attributes...

- Provides ongoing information about a student's performance in career/vocational curriculum sequence (middle through senior high school)
- Obtains information from teachers who know students best
- Provides information to make transition decisions, to determine IEP career/vocational goals and objectives, and to assist instructors in meeting student needs
- Helps focus those who plan for/with exceptional students upon career and vocational student outcomes

CBVA Materials are...

- Based on a model by Dr. Robert Stoddden provided by the State of Florida, Department of Education
- Locally developed by teachers and a CBVA District Planning Committee

Instructors Complete CBVA Rating Forms in...

Middle School (grades 7,8):

- ESE-Language Arts (optional)
- ESE-Math (optional)
- ESE-Social Personal Skills (optional)
- Prevocational Courses (ESE supplement courses)

High School (grades 9-12):

- Exploratory Courses (ESE supplement courses)
- Employability Skills
- Job Preparatory Courses (ESE supplement courses)
- Job Preparatory Courses (Mainstream courses, to identify students who will be candidates for Modified Occupational Completion Points)
- Courses providing On-the-job Training

For more information contact:

Ms. Peggy Pfenninger, CBVA Specialist
FDLRS-South
5555 S.W. 93 Avenue
Miami, Florida 33186 Phone: (305)274-3501, ext. 61

Miami-Dade County Public Schools - Miami, Florida - Office of Applied Technology, Adult, and Career Education

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) WORK RELATED BEHAVIORS

1. Complies with attendance	Maintains attendance record that is acceptable, based on district guidelines, and provides acceptable rationale for absence or release time
2. Practices punctuality	Arrives on time for class and/or work and from breaks; is on time for appointments
3. Interacts with teachers/supervisors	Converses and interacts with teachers or supervisors in a respectful manner
4. Cooperates as a team member	Performs as a member of a team; works smoothly with others; cooperates with others
5. Seeks assistance appropriately	Seeks help, when needed, in a nondisruptive, patient, and cooperative manner
6. Works unsupervised	Follows directions; consistently remains on task without supervision
7. Completes tasks accurately and in a timely manner	Works at a pace and speed required to correctly complete the assigned work
8. Uses good judgment	Makes decisions that are logical, correct, and mature for a given situation in a work setting; shows evidence of the use of common sense
9. Accepts changes	Adapts readily to changes in situations without becoming upset, showing emotional outbursts, or decreasing work production
10. Accepts constructive criticism	Accepts criticism that identifies behaviors or manners of task performance which should be changed to enhance success; attempts and desires to improve on required task
11. Displays initiative	Is ready to work and begins work tasks promptly, without being told
12. Displays integrity	Demonstrates fair and honest behavior
13. Displays frustration tolerance	Maintains emotional stability and work pace when faced with challenging, difficult, or pressured situations
14. Displays good personal habits & manners	Avoids interrupting or disrupting others; does not use profane language
15. Displays personal appearance required by situation	Practices good hygiene and wears appropriate clothing
16. Displays safe use and proper care of materials and equipment	Demonstrates ability to safely use, maintain, and care for work station, tools, and materials

Miami-Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name ______________________
ID# ______________________
Exceptionality ______________________
Home School ______________________
Shared-time School ______________________
ESE Dept. Chairperson

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) ______________ Grade(s) ____
Course Name ______________________
Course # ______________________
Rater's Name ______________________
Rater's Signature

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
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8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
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Displays:				
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12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. ______________	Y N	Y N	Y N	Y N
18. ______________	Y N	Y N	Y N	Y N
19. ______________	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
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27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31.	___	___	___	___

SAMPLE

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM#	MODIFICATION

Use back of form to list additional modifications or make general comments.

DIRECTIONS
for
CBVA - WORK RELATED BEHAVIORS MATCHING ACTIVITY

MATERIALS LIST:

1. Work Related Behaviors (WRB) - Definitions for Matching Activity
2. CBVA-WRB Matching Activity - Answer Sheet

DIRECTIONS:

- Divide group into triads
- Place Definitions and Answer Sheets face down in front of each group
- When instructed to, participants should turn over the definitions and answer sheets and work as a group to match the definitions with the listed behaviors
- As participants finish, number their work sheets and give them an answer sheet to check their work
- Award first, second and third prizes for those groups completing the activity with 100% accuracy

TIME: **15 Minutes**

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA)
WORK RELATED BEHAVIORS (WRB) - DEFINITIONS for MATCHING ACTIVITY

1. Demonstrates fair and honest behavior

2. Performs as a member of a team; works smoothly and cooperates with others

3. Seeks help, when needed, in a nondisruptive, patient, and cooperative manner

4. Arrives on time for class and/or work and from breaks; is on time for appointments

5. Converses and interacts with teachers or supervisors in a respectful manner

6. Makes decisions that are logical, correct, and mature for a given situation in a work setting; shows evidence of the use of common sense

7. Adapts readily to changes in situations without becoming upset, showing emotional outbursts, or decreasing work production

8. Is ready to work and begins work tasks promptly, without being told

9. Follows directions; consistently remains on task without supervision

10. Avoids interrupting or disrupting others; does not use profane language

11. Practices good hygiene and wears appropriate clothing

12. Demonstrates ability to safely use, maintain, and care for work station, tools, and materials

13. Maintains emotional stability and work pace when faced with challenging, difficult, or pressured situations

14. Accepts criticism that identifies behaviors or manners of task performance which should be changed to enhance success; attempts and desires to improve on required task

15. Works at a pace and speed required to correctly complete the assigned work

16. Maintains attendance record that is acceptable, based on district guidelines, and provides acceptable rationale for absence or release time

CBVA - WRB MATCHING ACTIVITY - ANSWER SHEET

____ **Complies with attendance**

____ **Practices Punctuality**

____ **Interacts with teachers/supervisors**

____ **Cooperates as a team member**

____ **Seeks assistance appropriately**

____ **Works unsupervised**

____ **Completes tasks accurately and in a timely manner**

____ **Uses good judgment**

____ **Accepts changes**

____ **Accepts constructive criticism**

____ **Displays initiative**

____ **Displays integrity**

____ **Displays frustration tolerance**

____ **Displays good personal habits and manners**

____ **Displays personal appearance required by situation**

____ **Displays safe use and proper care of materials and equipment**

CBVA - WRB MATCHING ACTIVITY - ANSWER SHEET

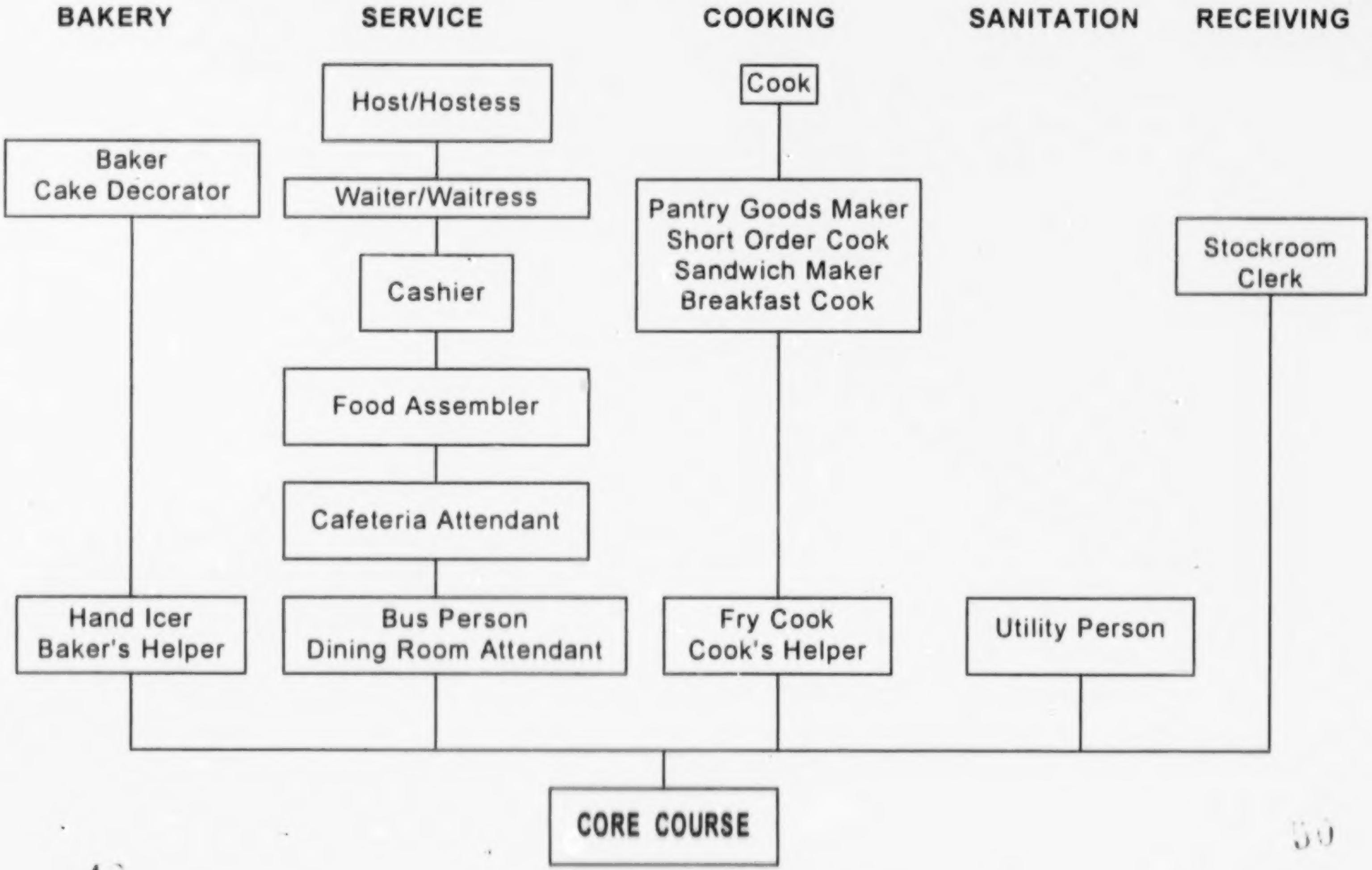
16	Complies with attendance
4	Practices Punctuality
5	Interacts with teachers/supervisors
2	Cooperates as a team member
3	Seeks assistance appropriately
9	Works unsupervised
15	Completes tasks accurately and in a timely manner
6	Uses good judgment
7	Accepts changes
14	Accepts constructive criticism
8	Displays initiative
1	Displays integrity
13	Displays frustration tolerance
10	Displays good personal habits and manners
11	Displays personal appearance required by situation
12	Displays safe use and proper care of materials and equipment

Miami-Dade
Modified Occupational Completion Points
Examples from:
Commercial Foods and Culinary Arts

Miami-Dade County Public Schools - Miami, Florida - Office of Applied Technology, Adult, and Career Education

Commercial Foods & Culinary Arts

Modified Occupational Completion Points (MOCP's)



DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ________________________________

Student: ____ ID Number: __________________

Course Title: **COMMERCIAL FOODS** Course Number: _________ Grade Level _______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **COOK.** *DOT Number: **#313.361-014**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.0-02.18	Demonstrate equipment operation skills.	
03.0-03.26	Demonstrate stock, soup and sauce preparation skills.	
04.0-04.26	Demonstrate fruit and vegetable preparation skills.	
05.0-05.53	Demonstrate meat, poultry, fish and seafood preparation skills.	
06.0-06.29	Demonstrate dairy, egg and farinaceous (starchy) product preparation.	

Parent Signature (if present at meeting) ________________________________

Vocational Instructor Signature (if present at meeting) ________________________________

Student Signature (if present at meeting) ________________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

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FM-5624 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________ Name of LEA ____________

Student: ____________ ID Number: ____________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **CASHIER.** *DOT Number: **#317.472-010**

SPS#	GOALS/OBJECTIVES	MASTERY
09.21	Supervise appearance of dining room.	
09.22	Greet customers.	
09.23	Supervise guest comfort.	
09.24	Take reservations.	
09.25	Operate cash register.	
09.26	Record sales breakdown.	
09.27	Balance cash register.	
09.38	Handle customer complaints.	
09.39	Perform bookkeeping duties.	

Parent Signature (if present at meeting) ____________

Vocational Instructor Signature (if present at meeting) ____________

Student Signature (if present at meeting) ____________

*Dictionary of Occupational Titles, U. S. Department of Labor

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FM-5625 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ________________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level _______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **BAKER.** *DOT Number: **#313.381-010**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.01-02.18	Demonstrate equipment operation skills.	
08.0-08.27	Demonstrate bakery goods and dessert preparation skills.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5626 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ____________________

Student: ____________________ ID Number: ____________________

Course Title: **COMMERCIAL FOODS** Course Number: __________ Grade Level __________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **BAKER'S HELPER.** *DOT Number: **#526.687-010**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.0-02.18	Demonstrate equipment operation skills.	
06.01	Identify and select cheeses, milk, creams and butter.	
06.05	Store and handle fresh, frozen and cooked dairy products.	
06.06	Store and handle eggs.	
06.12	Reconstitute dairy or egg products.	
06.13	Prepare egg batters.	
06.14	Whip cream.	
06.15	Select, break and separate eggs.	
06.24	Prepare cream and cheese dressings, spreads and fillings.	
06.25	Prepare custards and cream fillings.	
08.01	Identify and select baking and dessert ingredients.	
08.02	Store and handle baking and dessert products.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ____________________

Course Title: **COMMERCIAL FOODS** Course Number: __________ Grade Level ________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **BREAKFAST COOK.** *DOT Number: **#315.361-022**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.01	Select and use hand tools.	
02.06	Operate microwave ovens.	
05.01	Identify and select meat and poultry.	
05.25	Identify types and cuts of meats.	
06.01	Identify and select cheeses, milk, creams and butter.	
06.04	Prepare breakfast cereals.	
06.05	Store and handle fresh, frozen and cooked dairy products.	
06.06	Store and handle eggs.	
06.07	Boil eggs.	
06.08	Fry eggs.	
06.10	Poach eggs.	
06.11	Prepare omelets.	
06.12	Reconstitute dairy or egg products.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

(over)

FM-5628 (01-97)

SPS#	GOALS/OBJECTIVES	MASTERY
06.13	Prepare egg batters.	
06.14	Whip cream.	
06.15	Select, break and separate eggs.	
15.04	Complete a job application form correctly.	

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ________________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **BUS PERSON.** *DOT Number: **#311.677-018**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.02	Operate beverage equipment.	
02.06	Operate microwave ovens.	
09.04	Set tables.	
09.05	Prepare beverages.	
09.08	Wipe spills.	
09.10	Transport prepared foods.	
09.11	Replenish server service station.	
09.12	Load and carry bussing tray.	
09.13	Clear and re-set dining room tables.	
09.14	Return unused condiments.	
09.18	Maintain supplies in counter area.	
09.28	Set-up cafeteria line.	
09.30	Serve and replenish food items.	
10.07	Present a neat and clean appearance that will promote that image of the establishment in the customer's opinion.	
15.04	~~Complete a job application form~~ correctly.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5629 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ______________________ Name of LEA ______________________________________

Student: ____ ID Number: ____________________

Course Title: **COMMERCIAL FOODS** Course Number: __________ Grade Level ________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **CAKE DECORATOR.** *DOT Number: **#524.381-010**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.0-02.8	Demonstrate equipment operation skills.	
06.01	Identify and select cheeses, milk, creams and butter.	
06.05	Store and handle fresh, frozen and cooked dairy products.	
06.06	Store and handle eggs.	
06.12	Reconstitute dairy or egg products.	
06.14	Whip cream.	
06.15	Select, break and separate eggs.	
08.02	Store and handle baking and dessert products.	
08.11	Prepare syrups, sweet sauces and gelatins.	
08.12	Prepare and apply butter creams and icings.	
08.19	Produce basic pastry creams and Bavarian types.	
08.22	Decorate pastry cakes and desserts.	
08.27	Prepare and bake meringues.	

Parent Signature (if present at meeting) ______________________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5630 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________________

Student: ____ ID Number: ____________________

Course Title: **COMMERCIAL FOODS** Course Number: __________ Grade Level ________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **WAITER/WAITRESS.** *DOT Number: **#311.477-030**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
04.01	Identify and select fruits and vegetables.	
06.01	Identify and select cheeses, milk, creams and butter.	
07.16	Present salads, buffet foods and beverages for serving.	
08.01	Identify and select baking and dessert ingredients.	
08.15	Present bakery goods and desserts for serving.	
09.0-09.45	Demonstrate dining room operations skills.	
10.0-10.14	Demonstrate a proficiency in customer relations.	

Parent Signature (if present at meeting) ____

Vocational Instructor Signature (if present at meeting) ____________________________

Student Signature (if present at meeting) ____

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5631 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ______________

Course Title: **COMMERCIAL FOODS** Course Number: _________ Grade Level _______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **UTILITY PERSON/DISHWASHER.** ***DOT Number: #318.687-014**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5632 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ______________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **STOCK ROOM CLERK.** ***DOT Number: #222.587-022**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
04.01	Identify and select fruits and vegetables.	
05.01	Identify and select meat and poultry.	
06.01	Identify and select cheeses, milk, creams and butter.	
07.01	Store and handle prepared cold food and beverages.	
08.01	Identify and select baking and dessert ingredients.	
12.0-12.06	Demonstrate appropriate communication skills.	
13.03	Add, subtract, multiply and divide, using fractions, decimals, and whole numbers.	

Parent Signature (if present at meeting) ________________________________

Vocational Instructor Signature (if present at meeting) ________________________

Student Signature (if present at meeting) ________________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5633 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ______________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **SHORT ORDER COOK.** ***DOT Number: #313.374-014**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.0-02.18	Demonstrate equipment operation skills.	
09.06	Provide counter or snack bar service.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5634 (01-97)

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DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ________________________________

Student: ____ ID Number: ______________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **PANTRY GOODS MAKER.** *DOT Number: **#317.684-014**

SPS#	GOALS/OBJECTIVES	MASTERY
01.02	Store goods.	
01.04	Clean storage and receiving areas.	
01.05	Clean refrigerators and freezers.	
01.07	Prepare daily food order.	
01.08	Prepare work area.	
01.09	Clean work area.	
01.19	Maintain clean and sanitary working area.	
01.20	Read and follow equipment operating instructions.	
01.21	Recognize and correct or report safety hazards.	
02.22	Identify and select cleaning agents.	
02.01	Select and use hand tools.	
02.05	Disassemble, clean and reassemble kitchen equipment.	
02.07	Operate grinders and tenderizers.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

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*Dictionary of Occupational Titles, U. S. Department of Labor

(over) 63 FM-5636 (01-97)

SPS#	GOALS/OBJECTIVES	MASTERY
02.08	Select, handle and sharpen knives and other cutting tools.	
02.09	Operate ranges, griddles, fryers, broilers and toasters.	
02.11	Operate mixers and blenders.	
02.12	Operate slicing machines.	
02.14	Operate convection ovens.	
02.16	Operate power cutter, shredders and peelers.	
03.10	Recognize soups and sauces by taste and appearance.	
03.19	Prepare cold soups.	
03.21	Prepare emulsions.	
03.25	Prepare hollandaise and derivatives.	
03.26	Prepare mayonnaise and derivatives.	
04.0-04.26	Demonstrate fruit and vegetables preparation skills.	
05.0-05.53	Demonstrate meat, poultry, fish and seafood preparation skills.	
07.0-07.28	Demonstrate salad, buffet food, beverage and related food preparation skills.	

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ____________________

Course Title: **COMMERCIAL FOODS** Course Number: __________ Grade Level ________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **HAND ICER.** *DOT Number: **#524.684-022**

SPS#	GOALS/OBJECTIVES	MASTERY
01.06	Inventory goods.	
01.07	Prepare daily food order.	
01.08	Prepare work area.	
01.09	Clean work area.	
02.01	Select and use hand tools.	
02.11	Operate mixers and blenders.	
04.01	Identify and select fruits and vegetables.	
06.01	Identify and select cheeses, milk, creams and butter.	
06.12	Reconstitute dairy or egg products.	
06.13	Prepare egg batters.	
06.14	Whip cream.	
06.15	Select, break and separate eggs.	
08.01	Identify and select baking and dessert ingredients.	
08.02	Store and handle baking and dessert products.	
08.11	Prepare syrups, sweet sauces and gelatins.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

(over)

SPS#	GOALS/OBJECTIVES	MASTERY
08.12	Prepare and apply butter creams and icing.	
08.14	Prepare fruit fillings for pie and pastries.	
08.19	Produce basic pastry creams and Bavarian types.	
08.27	Prepare and bake meringues.	

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ________________________________

Student: ____ ID Number: ______________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **FRY COOK.** ***DOT Number: #526.685-014**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.01	Select and use hand tools.	
02.08	Select, handle and sharpen knives and other cutting tools.	
02.09	Operate fryers.	
04.01	Identify and select fruits and vegetables.	
04.04	Peel vegetables by hand or machine.	
04.05	Cut vegetables.	
04.19	Bread and batter vegetables.	
04.22	Deep fry vegetables.	
05.01	Identify and select meat and poultry.	
05.12	Deep fry meats and poultry.	
05.19	Deep fry fish or seafood.	
05.35	Identify and select fish and seafoods.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5638 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ______________

Course Title: **COMMERCIAL FOODS** Course Number: _________ Grade Level _______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **FOOD ASSEMBLER.** ***DOT Number: #319.484-010**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.01	Select and use hand tools.	
02.05	Disassemble, clean and reassemble kitchen equipment.	
07.09	Prepare garnishes for salads and cold plates.	
09.17	Package food and beverages.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

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FM-5639 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ______________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **DINING ROOM ATTENDANT.** *DOT Number: **#311.677-018**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0	Demonstrate general housekeeping operations skills.	
01.01	Receive goods.	
01.02	Store goods.	
01.03	Distribute goods.	
01.04	Clean storage and receiving areas.	
01.05	Clean refrigerators and freezers.	
01.06	Inventory goods.	
01.07	Prepare daily food order.	
01.08	Prepare work area.	
01.09	Clean work area.	
01.10	Store pots and pans.	
01.11	Prepare dishwashing area.	
01.12	Prepare dishware for washing.	
01.13	Wash dishware.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

(over) FM-5640 (01-97)

SPS#	GOALS/OBJECTIVES	MASTERY
01.14	Clean dishwashing area.	
01.15	Clean restrooms.	
01.16	Clean floors.	
01.17	Clean walls.	
01.18	Clean filters.	
01.19	Maintain clean and sanitary working area.	
01.20	Read and follow equipment operating instructions.	
01.21	Recognize and correct or report safety hazards.	
01.22	Identify and select cleaning agents.	

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: __________________

Course Title: **COMMERCIAL FOODS** Course Number: __________ Grade Level ________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **COUNTER/CAFETERIA ATTENDANT.** ***DOT Number: #311.677-014**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.02	Operate beverage equipment.	
02.06	Operate microwave ovens.	
02.08	Select, handle and sharpen knives and other cutting tools.	
02.13	Set up and monitor food warmers.	
04.01	Identify and select fruits and vegetables.	
05.01	Identify and select meat and poultry.	
06.01	Identify and select cheeses, milk, creams and butter.	
09.16	Serve customers.	
09.17	Package food and beverages.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5641 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS
(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: ________________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ______

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **SANDWICH MAKER.** ***DOT Number: #317.684-014**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
02.0-02.18	Demonstrate equipment operation skills.	
07.07	Prepare hot and cold sandwiches.	
09.09	Clean work area.	
02.10	Transport prepared foods.	

Parent Signature (if present at meeting) ______________________________

Vocational Instructor Signature (if present at meeting) ______________________________

Student Signature (if present at meeting) ______________________________

*Dictionary of Occupational Titles, U. S. Department of Labor

FM-5635 (01-97)

DADE COUNTY PUBLIC SCHOOLS
MODIFIED OCCUPATIONAL COMPLETION POINTS

(Attach form to current IEP Transition Plan following IEP meetings.)

Date of IEP Review ____________________ Name of LEA ______________________________

Student: ____ ID Number: __________________

Course Title: **COMMERCIAL FOODS** Course Number: ________ Grade Level ________

Vocational Outcome Statement: The student will develop basic competencies to become employable as a **COOK'S HELPER.** ***DOT Number: #317.678-010**

SPS#	GOALS/OBJECTIVES	MASTERY
01.0-01.22	Demonstrate general housekeeping operations skills.	
01.01	Receive goods.	
01.03	Distribute goods.	
01.04	Clean storage and receiving areas.	
01.05	Clean refrigerators and freezers.	
01.07	Prepare daily food order.	
01.08	Prepare work area.	
01.09	Clean work area.	
02.0-02.18	Demonstrate equipment operation skills.	
04.01	Demonstrate fruit and vegetables preparation skills.	
04.04	Peel vegetables by hand or machine.	
05.01	Identify and select meat and poultry.	
05.02	Handle and store meat and poultry.	
05.05	Prepare, grind and portion meats.	
05.10	Portion meat and poultry.	
05.13	Prepare stuffing/dressing.	

Parent Signature (if present at meeting) ________________________________

Vocational Instructor Signature (if present at meeting) ________________________________

Student Signature (if present at meeting) ________________________________

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*Dictionary of Occupational Titles, U. S. Department of Labor

(over)

FM-5642 (01-97)

SPS#	GOALS/OBJECTIVES	MASTERY
05.14	Tenderize and marinate meats and poultry.	
05.28	Slice and carve meat and poultry.	
05.31	Stuff meats and poultry.	
06.01	Identify and select cheeses, milk, creams and butter.	
06.02	Identify and select farinaceous foods and cereals.	
06.06	Store and handle eggs.	

Miami-Dade
William H. Turner Technical Arts High School

William H. Turner Technical Arts High School

10151 Northwest 19 Avenue • Miami, Florida 33147-1315 • Tel. (305) 691-8324 • FAX (305) 693-9463

FACT SHEET

GOAL

To enable students to earn a high school diploma and an industry-recognized certification. The school combines academic credit with state-certified career training, preparing them for college and careers.

HISTORY

The William H. Turner Technical Arts High School, "Turner Tech," was founded in 1993. It was based on the vision of William H. Turner, former chairperson of the Dade County School Board; and Roger Cuevas, current Dade County Public Schools superintendent. Their vision was to create an inner city school that would provide academic and technical skills to prepare youth for the 21st century.

Turner Tech, a school of choice operated by Dade County Public Schools, draws students from across the entire county and currently serves 2,073 students, primarily African American and Hispanic. A majority of students come from the lower socio-economic community surrounding the school site. Eighty-five percent of them qualify for free or reduced lunch.

CRITERIA

Attendance: Students must have missed less than 10 days.
Conduct: Grades in conduct must be C or better.
Interest: Students must demonstrate a strong interest in a technical area.

Because there are essentially no provisions for eliminating students for academic weakness, the students at Turner Tech are considered the "middle" learners, as targeted by School-to-Work initiatives.

PROCESS

The cornerstone of Turner Tech's instructional strategy is its integrated curriculum. Students and teachers are assigned to one of the school's seven academies including:

Agriscience • Applied Business Technology • Health • Industrial Technology • NAF/Fannie Mae Academy of Finance • Public Service/Television Production • Residential Construction.

Students work in teams within each academy. The academic curriculum is integrated into the career major the student has selected. Students select a career academy when they enter the school in the ninth grade. By successfully completing a sequence of core and technical courses, they gain certification in one or more related fields. All students compile an active career portfolio, which includes examples of their individual work as well as a current resumé. Under each of the academies, students participate in a variety of hands-on experiences in actual workplaces and school-based enterprises.

MEASUREMENT

Follow-up studies are conducted on the graduating students to determine post-secondary placement. Of the first 184 students who graduated from Turner Tech, 84 students went to a two-year college, 32 went to a four-year college, 19 went to a technical school and 21 took a job in their field.

FUTURE PLANS

Turner Tech gauges its programs based on job market projections and future job demand as determined by the United States Department of Labor. The school is researching the possibility of developing a program in media production.

COMMUNITY BUSINESS PARTNERS

Fannie Mae Foundation • National Association of Home Builders • Lennar Corporation • North Shore Hospital • Jewish Home for the Aged • Rinker Concrete • In Roads • The Miami Herald.

FUNDING

Provided through State of Florida Full Time Equivalency (FTE).

SUCCESS

Turner Tech was recognized as one of America's top 10 New American High Schools in an awards program sponsored by *Business Week* and McGraw-Hill Educational and Professional Publishing Group in cooperation with the National Center for Research in Vocational Education and the Office of Vocational and Adult Education, U.S. Department of Education.

The United States Department of Education with the Big Picture Company, funded by the School–to–Work Opportunities Act of 1994, identified Turner Tech as one of five urban high schools on the cutting edge of education reform.

The American Federation of Teachers highlighted Turner Tech as one of five national models of school restructuring that focus on helping students reach high academic standards and prepare for good jobs.

School attendance consistently is within the top five high schools in Dade County. Last two terms, the attendance average was 95.5 percent, up from the previous year by two percentage points. Turner Tech's dropout rate is 2.7 percent, (five students) compared to the school district's 8.85 percent figure. Student scores on the Communications portion of the High School Competency Test (HSCT) were sixth in the District of all high schools with a population of 500 or more students.

William H. Turner
Technical Arts High School

Work
Success

Integrated Curriculum Unit

Work Success - Business Technology Academy[1]
Integrated Curriculum Unit (ICU)

The overall objective of this unit is for the students to develop acceptable work habits that will make them desirable employees.

This unit is designed to be 8 weeks in duration, the first week for introduction/explanation followed by the conducting of the experiment during the next 6 weeks, and during the final week finishing with a compilation of all the information into a total lab report using the scientific method.

As an academy, teachers will follow the work behaviors and definitions developed during the 19995-96 school year. As done during the 1995-96 school year, teachers will explain and reinforce the behaviors of the students as they are exhibited in the classroom.

There will be a self-assessment form to be filled out by each student at the conclusion of every class period on a daily basis. The forms will be collected at the end of each week (Friday) by the **primary** business technology teacher and a new form for use the following week will be issued to the student. Prior to collection of forms, the business technology teacher will need to provide the student with the time needed to complete the totals sections of the form and reflect on their work behavior performance for the week.

All subject area teachers (academic and vocational) will play an active part in the implementation of the ICU. To avoid duplication of the components of the ICU, responsibilities of each subject area are attached. Keep in mind curriculum development is a dynamic process—as an academy we will continue to make improvements as we see the necessity.

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[1] Our thanks to the Health Academy for allowing us to use their Work Success ICU as a basis for the development of this ICU.

Science teachers will introduce the unit to students because it employs the scientific method. The unit starts with a stated purpose and concludes with the recording of student results and an evaluation, although many of the steps will be completed in other classes. At the end of the ICU, all components will be returned to the students. Students will then bring the components to science class where they will be collated.

Steps 1 - 4 To be done during the second week of the grading period

Step 1 Students are to create a title page which will include a graphic that represents success to them.

Step 2 The teacher will explain the purpose of the ICU.

Step 3 The teacher will explain the research that students will complete before developing the hypothesis. The research is made up of components from each of the core courses. The research from the other core courses will be collated in the science class.

Step 4 The student will develop a hypothesis. The hypothesis will indicate the work related behaviors that the student feels they will develop and how the mastery of these behaviors will create success in the classroom and the world of work.

Steps 5 - 9 To be completed at the end of the 9-week grading period

Step 5 Weekly Job Evaluation Forms will be compiled by date. The collection and checking of the forms will be the responsibility of the technical teachers.

Step 6 The data to produce the graphs will be compiled. The data will be collected through the technical class.

Step 7 The graphs that were developed in the math class will be compiled.

Step 8 Refer to the conclusion that will be developed in the students technical and language arts classes.

Step 9 Refer to the evaluation that will be developed in the language arts class.

The students grade for this ICU in science class will be based on their completion of the scientific process.

Primary Business Technology Teachers will be responsible for reinforcing the ICU as well as distributing and collecting the Job Evaluation Forms. The primary business technology teachers are grade 9 - keyboarding, grade 10 - international business, grade 11 - business computer applications 2, grade 12 - desktop publishing & insurance. Non-primary business technology teachers will reinforce workplace behaviors in the classroom.

Steps 1 - 4 Week 1

Step 1 The teacher will explain work related behaviors and their definitions.

Step 2 The teacher will recognize, promote, and reinforce appropriate work related behaviors on an ongoing basis.

Step 3 Students are to complete the **Perceived Frequency of Work Related Behaviors** form.

Step 4 The teacher will explain the **Job Evaluation Form** and the process students will use to complete the form

Steps 5 - 7 Weeks 2 - ?

Step 5 Students will complete the **Job Evaluation Form** every day during every class.

Step 6 Students are to complete the **Survey of Business Employers**.

Step 7 The teacher will collect completed forms every Friday and verify that the appropriate procedure has been used. The teacher will keep all forms until the last week of the ICU.

Step 8 Weeks 8 - 9

Step 8 The teacher will assist the students in understanding comparative analysis which will be used by the students to draw a conclusion.

All Teachers

- Optional Florida Writes Practice. All teachers can use Florida Writes Prompts related to work behaviors to give students opportunities to practice for the Florida Writes exam.

Language Arts Teachers will be responsible for the following:

- Weekly Journal Entries. Every Friday, the language arts teacher will give students the opportunity to reflect their progress for the week. It is suggested that the entries contain student perceptions of his/her successes, targeted skills for improvement, and one goal for the upcoming week.
- Articles. The language arts teacher will assist students in locating a minimum of four newspaper or magazine articles that contain positive or negative examples of work related behaviors. The student will write a one paragraph summary of the article and one paragraph describing the positive or negative examples of Work Related Behaviors.
- Lab Report. The language arts teacher will assist students in the writing of the final lab report.

Math Teachers will be responsible for the following:

- Percentages. Teaching and guiding the calculation of percentages on the **Job Evaluation Form** on a weekly basis.
- Average Percentage. Guiding the calculation of average percentage for each work behavior (during weeks 8 - 9).
- Graphing. Teaching/reviewing the construction of a bar graph representing the displayed frequency of work behaviors (during weeks 8 - 9).

Social Studies Teachers will be responsible for the following:

- Socratic Seminars. Conducting Socratic Seminars and discussing the relationship between work ethics and work related behaviors in business fields.
- Debate. Conduct a debate on various ethical issues.
- Decision Making Process. Teach and apply the six-step business problem solving process to solve work behavior problems in business careers.

Work Success
Objectives

Students will be able to:

- develop an awareness and understanding of work behaviors expected in business jobs and careers.
- demonstrate the sixteen targeted work related behaviors in their classes and on the work site.
- Internship/OJT students. Demonstrate mastery of targeted work behaviors in the workplace.

Science:

- utilize the scientific method.
- plot single and multiple data on graphs.
- analyze and interpret data.
- follow an organized, systematic procedure for achieving and maintaining acceptable work related behaviors.

Technical Classes:

- obtain employment by the end of the first nine weeks (internship/OJT students).
- rate a behavior/observation on a scale.
- identify the reasons work behavior standards are maintained in the business environment.

Language Arts:

- evaluate and write about personal experiences based on the **Job Evaluation Form**.
- read for information.
- write a conclusion and evaluation of information gathered on the **Job Evaluation Form**.

Math:

- collect, organize, and interpret data.
- rate a behavior on a scale from 0-2.
- express frequency as a fraction and a percent.
- construct a bar graph.
- calculate average.

Social Studies

- apply the six step problem solving process used in business.
- design and interpret graphs.
- collect and evaluate information.

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Work Success - Business Technology Academy
Integrated Curriculum Unit (ICU)

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1. **Title Page:** Name of project, your name, period, and a graphic representative of what success means to you.
2. **Purpose:** To develop an awareness of the work related behaviors which will enable you to become a competent, desirable, and successful employee in a business career.
3. **Research:**
    1. Define work related behaviors.
    2. Chart perceived frequency of work related behaviors.
    3. Survey employers in the business environment.
    4. Maintain a weekly journal.
    5. Read and summarize four articles on work-related behaviors.
    6. Synopsis of the Socratic Seminars.
4. **Hypothesis:** Indicate the work habits you are going to develop by completing this project and how these mastery of these habits will affect your success (school and work).
5. **Job Evaluation Forms:** Completed and in order by date.
6. **Data for Graphs:**
    1. Rate your demonstration of each behavior on a scale from 0-2 on a daily basis in each class.
    2. Determine the frequency of your demonstration of work related behaviors in percent.
    3. Calculate the frequency average (6 weeks).
    4. At the end of the week, computer the total of a possible 36 points. Express the answer as a fraction and a percent.
    5. At the end of the data collection time (6 weeks), average your percentages for each work behavior.

Go to next page.

7. **Graphs:**
    1. Construct a bar graph.
        a) **Title:** *Displayed Frequency of Work Behaviors*
        b) **X axis:** *Work Behaviors*
        c) **Y axis:** *Percentages*
        d) On your completed graph, highlight the eight most important behaviors targeted by business employers.

8. **Conclusion:**
    1. Restate your hypothesis.
    2. Compare your perceived work behaviors to the most important behaviors targeted by business employers.
    3. Compare your completed work related behaviors to the eight most important behaviors targeted by business employers.
    4. Compare your completed work related behaviors to your perceived work related behaviors.
    5. Compare your perceived work related behaviors to the eight behaviors targeted by business employers.
    6. Analyze your success in the workplace (school) with regard to the final evaluation of your work related behaviors.

9. **Evaluation:**
    1. What can you do to improve your potential success in the workplace?
    2. What would you change in this project to make it more meaningful?
    3. How can charting and evaluating your behaviors be used in other aspects of your life?

Work Success - Business Technology Academy
Integrated Curriculum Unit (ICU)

Directions: Use this graphic organizer to organize your paragraphs for your final report.

Work Success Lab Report

Paragraph 1: Restate Hypothesis

2. Compare your perceived work related behaviors to the eight most important behaviors targeted by business employers.

3. Compare your completed work related behaviors to the behaviors targeted by the business employers.

4. Analyze your success in the workplace (school) with regards to the your final evaluation of your work related behaviors.

5. Evaluation - What can you do to improve your potential success in the workplace?

6. In closing, what can you do to improve your potential in the workplace? What would you change to make this experience more meaningful? How can charting and evaluating your behaviors be used in other aspects of your life

GOAL: Students will exhibit all identified work behaviors 100% of the time.

ACADEMY FOCUS: Work-Related Behaviors

MAJOR ACTIVITY: Students who exhibit ratings of 4 (100% of the time) in all classes in all work behavior areas will be recognized as "Blue Chip" Academy members.

STRATEGIES:

- Academy teachers will include work-related behaviors emphasis during daily classroom operations
- Business Technology teachers will review work-related behaviors with all students during the week of 11/20/95. Business teachers will explain the process for signatures next week.
- Academy students will rate their work-related behaviors for each class during their business classes the week of 11/20/95. They will turn their self-rating in to the teacher to hold.
- Students will have Academy teachers rate them on their work-related behaviors on 11/27 and 11/28. First period academy teachers will give each student in their class their form for the day (if students do not have an academy teacher first period, they will get their form during 2nd). Students will take the sheet to each class during the two days. The teachers will rate the students during those periods.
- Students will bring their teacher rating sheets to their vocational class(es) on 11/29. They will receive credit for the bringing of the completed form to class.
- Students will examine their rating sheets during their vocational class and set personal goals and strategies for improvement. Teachers will keep the rating sheets.
- Students will be re-rated by teachers every 9-weeks.
- Students who qualify (all 4's in all classes) will be recognized for their achievement.

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Work Success ICU Science Teacher Rubric

1._______	5 pts.	Title Page
2._______	3 pts.	Purpose
3._______	5 pts.	Hypothesis
4._______	3 pts.	Definitions of Work Related Behaviors (W.R.B.)
5._______	4 pts.	Perceived Frequency of W.R.B. Chart
6._______	5 pts.	Student Survey of Employers
7._______	Opt.	Articles demonstrating W.R.B.
8._______	Opt.	Synopsis of Socratic Seminars
9._______	25 pts.	Job Evaluation Forms: Completed in order by date
10.______	10 pts.	Calculate the frequency average, or average percent for each W.R.B.
11.______	10 pts.	Graph demonstrating the percent frequency and actual performance of each W.R.B.
12.______	15 pts.	Conclusion
13.______	15 pts.	Evaluation

______ **Total Points** ______ **Grade**

Comments:

Work Related Behaviors
Initiating Activity

1. Pass out a list of the Work Related Behaviors (WRB's) and the definitions.

2. Read and discuss with class.

3. Students are to write out the WRB's and the definitions.

4. Give students 10 minutes to study them.

5. Put students into groups of 4 to play WRB Scramble

6. •Each group receives an envelop with the 16 WRB's and definitions cut into single strips.

   •They have to match the correct definition with the WRB.

   •Then they have to write out the WRB's and definitions, in order.

   •The first team to submit their list and envelop, correctly done, wins.

7. Can evaluate in a variety of ways.

   1st = A +/A 2nd = A 3rd &4th = B 5th,6th, & 7th = C

   8th & 9th = D

   Or it can be used as a class participation grade, giving extra credit to 1st, 2nd and 3rd place.

8. As a follow up, have students list the 16 WRB's and have them write an example of how they can demonstrate each behavior.

9. The following week, put students in groups of 4, allow them study time, and then they compete writing the WRB's without any prompts, in order.

10. Week 3, test each student individually on the 16 WRB's.

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WORK SUCCESS

Survey of Employers

William H. Turner Technical Arts High School

Name: ______________________ **Week of:** ____________ **Technical Instructor:** ____________________ **Science Instructor:** ____________________

Directions: A person must master all of the sixteen work behaviors listed below to be successful in today's workplace. You are to survey three employers regarding the skills below. Ask the employers to check the eight behaviors they feel are most lacking among their employees. On a separate form list the following information for each person surveyed: name of the person interviewed.

WORK BEHAVIOR	DEFINITION	Employer Selections			
		1	2	3	Totals
1. Complies with attendance	Maintains attendance record that is acceptable, based on district guidelines, and provides acceptable rationale for absence or release time				
2. Practices punctuality	Arrives on time for class and/or work and from breaks, is on time for appointments				
3. Interacts with teachers or supervisors	Converses and interacts with teachers or supervisors in a respectful manner				
4. Cooperates as a team member	Performs as a member of a team, works smoothly with others, cooperates with others				
5. Seeks assistance appropriately	Seeks help, when needed, in a nondisruptive, patient, and cooperative manner				
6. Works unsupervised	Follows directions, consistently remains on task without supervision				
7. Completes tasks accurately and in a timely manner	Works at a pace and speed required to correctly complete assigned work				
8. Uses good judgment	Makes decisions that are logical, correct, and mature for a given situation in a work setting, shows evidence of the use of common sense				
9. Accepts changes	Adapts readily to changes in situations				
10. Accepts constructive criticism	Accepts criticism that identifies behaviors or manners of task performance which should be changed to enhance success, attempts and desires to improve on required tasks				
11. Displays initiative	Is ready to work and begins work tasks promptly without being told				
12. Displays integrity/ethical behavior	Demonstrates fair and honest behavior				
13. Displays frustration tolerance	Maintains emotional stability and work pace when faced with challenging, difficult or pressured situations				
14. Displays good personal habits and manners	Avoids interrupting or disrupting others, does not use profane language				
15. Displays personal appearance required by situation	Practices good hygiene and wears appropriate clothing				
16. Displays safe use and proper care of materials and equipment	Demonstrates ability to safely use, maintain, and care for work station, tools, and materials				

WORK SUCCESS

Survey of Business Employers

William H. Turner Technical Arts High School

Name: ____________ **Week of:** ________ **Technical Instructor:** ____________ **Science Instructor:** ____________

Employer #	Employer Name (person interviewed)	Business Name, Address, Telephone	Description of Business Product or Service
1			
2			
3			

WORK SUCCESS

Work Behavior Job Evaluation Form

William H. Turner Technical Arts High School

Name: ______________________ **Week of:** ___________ **Technical Instructor:** ____________________ **Science Instructor:** ____________________

Evaluation Rating Scale:

1 = does not display the behavior at all, needs concentrated effort in development of the behavior
2 = displays the behavior more frequently than not or occasionally, still needs improvement
3 = displays the behavior 100% of the time, continues to maintain this behavior

	Monday			Tuesday			Wednesday			Thursday			Friday							
BEHAVIOR Period ->	1	3	5	2	4	6	1	3	5	2	4	6	1	2	3	4	5	6	X/64	%
1. Complies with attendance																				
2. Practices punctuality																				
3. Interacts with teachers or supervisors																				
4. Cooperates as a team member																				
5. Seeks assistance appropriately																				
6. Works unsupervised																				
7. Completes tasks accurately and in a timely manner																				
8. Uses good judgment																				
9. Accepts changes																				
10. Accepts constructive criticism																				
11. Displays initiative																				
12. Displays integrity/ethical behavior																				
13. Displays frustration tolerance																				
14. Displays good personal habits and manners																				
15. Displays personal appearance required by situation																				
16. Displays safe use and proper care of materials and equipment																				

WORK SUCCESS

William H. Turner Technical Arts High School

Perceived Frequency of Work Related Behaviors

Name: ______________________ **Week of:** ___________ **Technical Instructor:** ____________________ **Science Instructor:** _____________________

Directions: Place an "X" on the scale indicating the percentage of time you feel you exhibited the behavior.

BEHAVIOR	DEFINITION Percentage ->	10	20	30	40	50	60	70	80	90	100	
1. Complies with attendance	Maintains attendance record that is acceptable, based on district guidelines, and provides acceptable rationale for absence or release time											
2. Practices punctuality	Arrives on time for class and/or work and from breaks, is on time for appointments											
3. Interacts with teachers or supervisors	Converses and interacts with teachers or supervisors in a respectful manner											
4. Cooperates as a team member	Performs as a member of a team, works smoothly with others, cooperates with others											
5. Seeks assistance appropriately	Seeks help, when needed, in a nondisruptive, patient, and cooperative manner											
6. Works unsupervised	Follows directions, consistently remains on task without supervision											
7. Completes tasks accurately and in a timely manner	Works at a pace and speed required to correctly complete assigned work											
8. Uses good judgment	Makes decisions that are logical, correct, and mature for a given situation in a work setting, shows evidence of the use of common sense											
9. Accepts changes	Adapts readily to changes in situations											
10. Accepts constructive criticism	Accepts criticism that identifies behaviors or manners of task performance which should be changed to enhance success, attempts and desires to improve on required tasks											
11. Displays initiative	Is ready to work and begins work tasks promptly without being told											
12. Displays integrity/ethical behavior	Demonstrates fair and honest behavior											
13. Displays frustration tolerance	Maintains emotional stability and work pace when faced with challenging, difficult or pressured situations											
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15. Displays personal appearance required by situation	Practices good hygiene and wears appropriate clothing											
16. Displays safe use and proper care of materials and equipment	Demonstrates ability to safely use, maintain, and care for work station, tools, and materials											

St. Lucie, Martin, and Indian River Counties
Tri-County Consortium

St. Lucie, Martin, and Indian River
Tri-County Consortium
Overview of Process

Modified Occupational Completion Points

Everything You Want to Know and The "HOW TO"

Presenters:

Lloyd Ebling - Martin County High School

Barbara LaBella - Indian River Co. School District

Jean Koperski - Martin County School District

Jacki Steele - St. Lucie County School District

Modified Occupational Pts......

- PURPOSE
- OVERVIEW OF PROCESS:
  - –Determined vocational programs to modify based on highest incidence of ESE students within vocational program selections

Modified cont..........

- –Solicited assistance of instructors from all three counties to participate in the process; including postsecondary instructor
- –Surveyed the Occupational Handbook to assure viable job titles; job titles must be real jobs in your community

Modified cont......................

- DETERMINATION
  - –Committee offered the following question to the writing team: "What specific job skills must our students demonstrate to be successful and productive in the workforce today and tomorrow?"

Modified cont.....................

- HOW TO:
  - –Process:
    - IEP
      - –Involve Mainstream Person, vocational instructor, ESE chairperson, student/parents and transition person

Modified cont......................

- MASTERY OF SKILLS:
  - –Explanation of gridsheets
  - –Certificate of Mastery
    - attach standards for that job title completion point
    - copy to student's 4-year plan

Modified cont........................

- REPORTING:
  - –THE "HOW TO"
    - Explanation of vocational program codes for Modified Occupational Completion Points

Modified cont........................

- BUY IN:
  - –Program instructors
    - Eases frustration for instructor, student and parent
    - Mainstream consultant enhances student's performance

Modified cont........................

- –Increases number of students identified as program completers
- –Increases number of students successfully completing vocational programs with marketable skills
- –Offers business/industry ways to utilize local job pool

Modified cont........................

- WRAP - UP:
  - –Announce Tampa Training
  - –Contact Janet Adams:

    Programs for Students with Special Needs
    Phone:850-487-3164
    Fax: 850-487-1735

St. Lucie, Martin and Indian River
Tri-County Consortium
Modified Occupational Completion Points
Examples from:
Culinary Arts
Carpentry
Automotive Technology

Modified Occupational Completion Points in

Commercial Foods/Culinary Arts

for St. Lucie, Martin and Indian River Counties

TABLE OF CONTENTS
COMMERCIAL FOODS/CULINARY ARTS

***1. DINING ROOM ATTENDANT/BUS PERSON**

2. FOOD PREP/PANTRY

3. FOOD RUNNER

4. GREETER/SEATER

5. HOST/HOSTESS

6. KITCHEN UTILITY/DISHWASHER

7. CAKE DECORATOR

8. BAKER'S HELPER

***9. FRY COOK**

***10. SHORT ORDER COOK**

***Examples included on following pages. Other titles can be found on the MOCP Exchange**

Dining Room Attendant/BusPerson

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1996

PROGRAM AREA: Industrial SECONDARY NUMBER: 876300
PROGRAM TITLE: Commercial Foods

01.0 **DEMONSTRATE ACCEPTABLE PROFESSIONAL AND PERSONAL SANITATION PRACTICES**--The student will be able to:

01.01 Chemical/Cleaning Agents

- 01.01.01 Identify chemicals/cleaning agents and describe and practice proper usage.
- 01.01.02 Identify and practice proper storage procedures for chemicals/cleaning agents.
- 01.01.03 Identify and practice personnel handling precautions for caustics and acids.
- 01.01.04 Identify dangers of food contamination by chemicals/cleaning agents and identify and practice precautions against food contamination by chemicals/cleaning agents.

01.02 Food Borne Illness

- 01.02.01 Identify food borne illness and possible/probable causes.
- 01.02.02 Identify and practice preventative measures to preclude the occurrence of food borne illness.

01.03 Personal Sanitation

- 01.03.01 Recognize and practice personal hygiene standards consistent with aesthetic and sanitation requirements of food service operations.

01.04 Receiving/Dry Stores Area

- 01.04.02 Clean and sanitize floors and walls.
- 01.04.03 Recognize and report indications of food spoilage.
- 01.04.04 Recognize and report indications of insect or rodent infestation.

01.05 Food Preparation Areas

- 01.05.01 Recognize and maintain clean and sanitary food preparation surfaces.
- 01.05.02 Clean and sanitize floors and walls.
- 01.05.03 Recognize and report indications of insect or rodent infestation.

01.06 Range Hoods n/

01.07 Reefers, Chill Boxes, and Freezers (Refrigerated Spaces)

01.07.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes and local practices.
01.07.02 Recognize and practice sanitary/safe food handling practices in refrigerated spaces.
01.07.03 Recognize and maintain clean and sanitary refrigerated spaces.
01.07.04 Recognize and report indications of food spoilage.

01.08 Food holding/Serving lines

01.08.03 Recognize and maintain clean and sanitary food holding areas and serving lines.
01.08.04 Recognize and report-indications of food spoilage.

01.09 Dishware/Tableware

01.09.01 Properly prepare dish washing area for use.
01.09.02 Properly prepare, clean, rinse, sanitize, and dry dishware and tableware items.
01.09.03 Properly clean, sanitize, and secure dish washing area.

01.10 Pots, Pans, and Cook Utensils **n/a**

01.11 Guest/Customer Areas

01.11.01 Properly clean and sanitize counter areas.
01.11.02 Properly clean and sanitize dining areas.
01.11.03 Properly clean and sanitize restrooms.

02.0 **DEMONSTRATE SAFE WORKING PRACTICES**--The student will be able to:

02.01 Safety Hazards

02.01.01 Identify physical safety rules.
02.01.02 Identify physical safety hazards.
02.01.03 Recognize and correct or report physical safety hazards.
02.01.04 Identify electrical safety rules.
02.01.05 Identify electrical safety hazards.
02.01.06 Recognize and correct or report electrical safety hazards.
02.01.07 Identify fire safety rules.
02.01.08 Identify fire safety hazards.
02.01.09 Recognize and correct or report fire safety hazards.

02.02 First Aid

02.02.01 Identify First Aid requirements for a commercial food service operation.
02.02.02 Prepare subject and perform Heimlich maneuver.

03.0 **DEMONSTRATE EQUIPMENT OPERATION SKILLS**--The student will be able to:

03.01 Hand Tools

03.01.01 Identify special precautions to be used when working with hand tools.
03.01.02 Select and use hand tools in a safe and efficient manner.

03.02 Beverage Equipment

03.02.01 Identify special precautions to be used when working with beverage equipment.
03.02.02 Correctly assemble and disassemble beverage equipment.
03.02.03 Operate beverage equipment in a safe and efficient manner.

03.05 Knives and Cutting Tools

03.05.01 Identify special precautions to be used when working with knives and cutting tools.
03.05.02 Sharpen correctly knives and cutting tools. Inspect handles and guards and report any discrepancy.
03.05.03 Use knives and cutting tools in a safe and efficient manner.

03.10 Food Warmers

03.10.01 Identify special precautions to be used when working with food warmers.
03.10.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.10.03 Operate food warmers in a safe and efficient manner.

04.0 **DEMONSTRATE EFFECTIVE COST CONTROL**--The student will be able to: **n/a**

05.0 **PREPARE AND MANAGE SALADS**--The student will be able to: **n/a**

06.0 **PREPARE AND MANAGE BEVERAGES**--The student will be able to:

06.01 Identify and select materials for beverage preparation.
06.02 Prepare hot and cold beverages.
06.03 Hold beverages for serving.
06.04 Garnish and present beverages.
06.05 Store reusable portions.

07.0 **PREPARE AND MANAGE SANDWICHES**--The student will be able to: **n/a**

08.0 **PREPARE AND MANAGE FRUITS AND VEGETABLES**--The student will be able to: **n/a**

09.0 **PREPARE AND MANAGE MEATS, POULTRY AND SEAFOOD**--The student will be able to: **n/a**

BEST COPY AVAILABLE

FRY COOK

03.0 DEMONSTRATE EQUIPMENT OPERATION SKILLS--The student will be able to:

03.01 Hand Tools

- 03.01.01 Identify special precautions to be used when working with hand tools.
- 03.01.02 Select and use hand tools in a safe and efficient manner.

03.03 Pressure Cookers and Steam Equipment

- 03.03.01 Identify special precautions to be used when working with steam under pressure.
- 03.03.02 Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.
- 03.03.03 Operate pressure cookers and steam equipment in a safe and efficient manner.

03.04 Grinders and Tenderizers

- 03.04.01 Identify special precautions to be used when working with grinders and tenderizers.
- 03.04.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
- 03.04.03 Operate grinders and tenderizers in a safe and efficient manner.

03.05 Knives and Cutting Tools

- 03.05.01 Identify special precautions to be used when working with knives and cutting tools.
- 03.05.02 Sharpen correctly knives and cutting tools. Inspect handles and guards and report any discrepancy.
- 03.05.03 Use knives and cutting tools in a safe and efficient manner.

03.06 Ovens, Ranges, Griddles, Fryers, Broilers, and Toasters

- 03.06.01 Identify special precautions to be used when working with ovens, ranges, griddles, fryers, broilers and toasters.
- 03.06.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
- 03.06.03 Operate ovens, ranges, griddles, fryers, broilers and toasters in a safe and efficient manner.

03.08 Mixers and Blenders

- 03.08.01 Identify special precautions to be used when working with mixers and blenders.
- 03.08.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
- 03.08.03 Operate mixers and blenders in a safe and efficient manner.
- 03.08.04 Perform the above competencies for all accessories or

03.09 Slicing Machines

03.09.01 Identify special precautions to be used when working with slicing machines.
03.09.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy. (Note: Special attention should be given to the guards on this machine.)
03.09.03 Operate slicing machines in a safe and efficient manner.

03.10 Food Warmers

03.10.01 Identify special precautions to be used when working with food warmers.
03.10.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.10.03 Operate food warmers in a safe and efficient manner.

04.0 **DEMONSTRATE EFFECTIVE COST CONTROL**--The student will be able to:

04.01 Inventory Control

04.01.02 Store received stores/supplies in proper location. Rotate stores/materials in accordance with local procedures.

04.01.04 Make break-outs and distribute stores/supplies. Utilize local procedures to maintain perpetual inventory.

04.02 Weights and Measures

04.02.01 Identify standard volume, liquid and weight as they apply to commercial food operations.
04.02.03 Convert recipes for both a greater and lesser number of portions.

04.03 Portion Control

04.03.02 Identify and apply portion control methods.

05.0 **PREPARE AND MANAGE SALADS**--The student will be able to: **n/a**

06.0 **PREPARE AND MANAGE BEVERAGES**--The student will be able to: **n/a**

07.0 **PREPARE AND MANAGE SANDWICHES**--The student will be able to:

07.01 Identify and select materials for sandwich preparation.
07.02 Prepare hot and cold sandwiches.
07.03 Hold sandwiches for serving.
07.04 Garnish and present sandwiches.
07.05 Store reusable portions.

FRY COOK

08.0 **PREPARE AND MANAGE AND VEGETABLES**--The student will be able to:

08.01 Identify and select vegetables.
08.02 Prepare vegetables.
08.03 Hold vegetables for serving.
08.04 Garnish and present vegetables.
08.05 Store reusable portions.

09.0 **PREPARE AND MANAGE MEATS, POULTRY AND SEAFOOD**--The student will be able to:

09.01 Identify and select meats.

- 09.01.05 Store reusable portions.

09.02 Identify and select poultry.

- 09.02.01 Identify poultry characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
- 09.02.02 Prepare poultry with given recipes.
- 09.02.03 Hold poultry for serving.
- 09.02.04 Garnish and present poultry.
- 09.02.05 Store reusable portions.

09.03 Identify and select seafood.

- 09.03.01 Identify seafood characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
- 09.03.02 Prepare seafood with given recipes.
- 09.03.03 Hold seafood for serving.
- 09.03.04 Garnish and present seafood.
- 09.03.05 Store reusable portions.

10.0 **PREPARE AND MANAGE STOCKS, SOUPS, AND SAUCES/GRAVIES**--The student will be able to: **n/a**

11.0 **PREPARE AND MANAGE FOODS UTILIZING DAIRY PRODUCTS**--The student will be able to: **n/a**

12.0 **PREPARE AND MANAGE FOODS UTILIZING EGG PRODUCTS**--The student will be able to: **n/a**

13.0 **PREPARE AND MANAGE FOODS UTILIZING FARINACEOUS (STARCHY) PRODUCTS**--The student will be able to: **n/a**

14.0 **PREPARE AND MANAGE BASIC DESSERTS**--The student will be able to: **n/a**

15.0 **PREPARE AND MANAGE BASIC QUICK BREADS AND YEAST DOUGH**--The student will be able to: **n/a**

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FRY COOK

16.0 **PREPARE AND MANAGE SPECIALTY ITEMS**--The student will be able to:

16.01 Hot Appetizers

16.01.01 Identify and select ingredients.
16.01.02 Prepare hot appetizers using given recipes.
16.01.03 Hold hot appetizers for service.
16.01.04 Garnish and present hot appetizers.
16.01.05 Store reusable portions.

17.0 **DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATIONS**--The student will be able to: **n/a**

18.0 **DEMONSTRATE A PROFICIENCY IN CUSTOMER RELATIONS**--The student will be able to:

18.01 Resolve customer complaints in a positive professional manner.
18.02 Cope with stressful situations.
18.03 Accommodate the needs of customers (handicapped, infants, elderly.)
18.04 Maintain a positive friendly dining room attitude.
18.05 Display team work.
18.06 Present a neat and clean appearance that will promote a positive image of the establishment.

19.0 **DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS**--The student will be able to:

19.03 Follow instructions.
19.04 Answer and ask questions coherently and concisely.

20.0 **DEMONSTRATE APPROPRIATE MATH SKILLS**--The student will be able to: **n/a**

21.0 **DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE**--The student will be able to: **n/a**

22.0 **DEMONSTRATE EMPLOYABILITY SKILLS**--The student will be able to:

22.01 Conduct a job search.
22.02 Secure information about a job.
22.03 Identify documents which may be required when applying for a job.
22.04 Complete a job application form correctly.
22.05 Demonstrate competence in job interview techniques.
22.06 Identify or demonstrate appropriate responses to criticism from employer, co-workers and other employees.
22.07 Identify acceptable work habits.
22.08 Demonstrate a knowledge of how to make appropriate job changes.
22.09 Demonstrate acceptable employee health habits.

23.0 **DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP**--The student will be able to: **n/a**

SHORT ORDER COOK

STUDENT PERFORMANCE STANDARDS   EFFECTIVE DATE: July, 1996

PROGRAM AREA: Industrial Education   SECONDARY NUMBER: 8763000

PROGRAM TITLE: Commercial Foods   POSTSECONDARY NUMBER:

01.0 **DEMONSTRATE ACCEPTABLE PROFESSIONAL AND PERSONAL SANITATION PRACTICES**--The student will be able to:

01.01 Chemical/Cleaning Agents

01.01.01 Identify chemicals/cleaning agents and describe and practice proper usage.
01.01.02 Identify and practice proper storage procedures for chemicals/cleaning agents.
01.01.03 Identify and practice personnel handling precautions for caustics and acids.
01.01.04 Identify dangers of food contamination by chemicals/cleaning agents and identify and practice precautions against food contamination by chemicals/cleaning agents.

01.02 Food Borne Illness

01.02.01 Identify food borne illness and possible/probable causes.
01.02.02 Identify and practice preventative measures to preclude the occurrence of food borne illness.

01.03 Personal Sanitation

01.03.01 Recognize and practice personal hygiene standards consistent with aesthetic and sanitation requirements of food service operations.

01.04 Receiving/Dry Stores Area

01.04.02 Clean and sanitize floors and walls.
01.04.03 Recognize and report indications of food spoilage.
01.04.04 Recognize and report indications of insect or rodent infestation.

01.05 Food Preparation Areas

01.05.01 Recognize and maintain clean and sanitary food preparation surfaces.
01.05.02 Clean and sanitize floors and walls.
01.05.03 Recognize and report indications of insect or rodent infestation.

01.06 Range Hoods

01.06.02 Remove, clean, and replace filters.

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01.07 Reefers, Chill Boxes, and Freezers (Refrigerated Spaces)

01.07.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes and local practices.
01.07.02 Recognize and practice sanitary/safe food handling practices in refrigerated spaces.
01.07.03 Recognize and maintain clean and sanitary refrigerated spaces.
01.07.04 Recognize and report indications of food spoilage.

01.08 Food holding/Serving lines

01.08.01 Identify safe/correct operating temperatures and limits in accordance with state and county codes and local practices.
01.08.02 Recognize and practice sanitary/safe food handling practices in food holding areas and serving lines.
01.08.03 Recognize and maintain clean and sanitary food holding areas and serving lines.
01.08.04 Recognize and report indications of food spoilage.

01.09 Dishware/Tableware

01.09.01 Properly prepare dish washing area for use.
01.09.02 Properly prepare, clean, rinse, sanitize, and dry dishware and tableware items.
01.09.03 Properly clean, sanitize, and secure dish washing area.

01.10 Pots, Pans, and Cook Utensils

01.10.01 Properly prepare deep-sink area for use.
01.10.02 Properly prepare, clean, rinse, sanitize and dry pots, pans and cooking utensils.
01.10.03 Properly clean, sanitize, and secure deep-sink area.

02.0 DEMONSTRATE SAFE WORKING PRACTICES--The student will be able to:

02.01 Safety Hazards

02.01.01 Identify physical safety rules.
02.01.02 Identify physical safety hazards.
02.01.03 Recognize and correct or report physical safety hazards.
02.01.04 Identify electrical safety rules.
02.01.05 Identify electrical safety hazards.
02.01.06 Recognize and correct or report electrical safety hazards.
02.01.07 Identify fire safety rules.
02.01.08 Identify fire safety hazards.
02.01.09 Recognize and correct or report fire safety hazards.

SHORT ORDER COOK

02.02 First Aid

02.02.01 Identify First Aid requirements for a commercial food service operation.
02.02.02 Prepare subject and perform Heimlich maneuver.

03.0 **DEMONSTRATE EQUIPMENT OPERATION SKILLS**--The student will be able to:

03.01 Hand Tools

03.01.01 Identify special precautions to be used when working with hand tools.
03.01.02 Select and use hand tools in a safe and efficient manner.

03.02 Beverage Equipment

03.03 Pressure Cookers and Steam Equipment

03.03.01 Identify special precautions to be used when working with steam under pressure.
03.03.02 Correctly assemble and disassemble equipment. Inspect all parts, gaskets and seals and report any discrepancy.
03.03.03 Operate pressure cookers and steam equipment in a safe and efficient manner.

03.04 Grinders and Tenderizers

03.04.01 Identify special precautions to be used when working with grinders and tenderizers.
03.04.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.04.03 Operate grinders and tenderizers in a safe and efficient manner.

03.05 Knives and Cutting Tools

03.05.01 Identify special precautions to be used when working with knives and cutting tools.
03.05.02 Sharpen correctly knives and cutting tools. Inspect handles and guards and report any discrepancy.
03.05.03 Use knives and cutting tools in a safe and efficient manner.

03.06 Ovens, Ranges, Griddles, Fryers, Broilers, and Toasters

03.06.01 Identify special precautions to be used when working with ovens, ranges, griddles, fryers, broilers and toasters.
03.06.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.06.03 Operate ovens, ranges, griddles, fryers, broilers and toasters in a safe and efficient manner.

SHORT ORDER COOK

03.08 Mixers and Blenders

03.08.01 Identify special precautions to be used when working with mixers and blenders.
03.08.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.08.03 Operate mixers and blenders in a safe and efficient manner.
03.08.04 Perform the above competencies for all accessories or attachments used with the equipment.

03.09 Slicing Machines

03.09.01 Identify special precautions to be sued when working with slicing machines.
03.09.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy. (Note: Special attention should be given to the guards on this machine.)
03.09.03 Operate slicing machines in a safe and efficient manner.

03.10 Food Warmers

03.10.01 Identify special precautions to be used when working with food warmers.
03.10.02 Correctly assemble and disassemble equipment. Inspect all parts and report any discrepancy.
03.10.03 Operate food warmers in a safe and efficient manner.

04.0 **DEMONSTRATE EFFECTIVE COST CONTROL**--The student will be able to:

04.01 Inventory Control

04.01.01 Receive stores/supplies, count accurately and compare quantity received against invoice. Record received amount and process invoice in accordance with local procedures.
04.01.02 Store received stores/supplies in proper location. Rotate stores/materials in accordance with local procedures.
04.01.03 Conduct and accurately record an inventory of stores/supplies. Process inventory in accordance with local procedures.

04.01.04 Make break-outs and distribute stores/supplies. Utilize local procedures to maintain perpetual inventory.

04.02 Weights and Measures

04.02.01 Identify standard volume, liquid and weight as they apply to commercial food operations.

04.03 Portion Control

04.03.02 Identify and apply portion control methods.

SHORT ORDER COOK

05.0 **PREPARE AND MANAGE SALADS**--The student will be able to:

- 05.01 Identify and select materials for salad preparation.
- 05.02 Prepare salads.
- 05.03 Hold salads for service.
- 05.04 Garnish and present salads.
- 05.05 Store reusable portions.
- 05.06 Prepare salad dressings, cold sauces, and derivatives.

06.0 **PREPARE AND MANAGE BEVERAGES**--The student will be able to: **n/a**

07.0 **PREPARE AND MANAGE SANDWICHES**--The student will be able to:

- 07.01 Identify and select materials for sandwich preparation.
- 07.02 Prepare hot and cold sandwiches.
- 07.03 Hold sandwiches for serving.
- 07.04 Garnish and present sandwiches.
- 07.05 Store reusable portions.

08.0 **PREPARE AND MANAGE FRUITS AND VEGETABLES**--The student will be able to:

- 08.01 Identify and select fruits and vegetables.
- 08.02 Prepare fruits and vegetables.
- 08.03 Hold fruits and vegetables for serving.
- 08.04 Garnish and present fruits and vegetables.
- 08.05 Store reusable portions.

09.0 **PREPARE AND MANAGE MEATS, POULTRY AND SEAFOOD**--The student will be able to:

- 09.01 Identify and select meats.
  - 09.01.01 Identify meat characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
  - 09.01.02 Prepare meats with given recipes.
  - 09.01.03 Hold meats for serving.
  - 09.01.04 Garnish and present meats.
  - 09.01.05 Store reusable portions.
- 09.02 Identify and select poultry.
  - 09.02.01 Identify poultry characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
  - 09.02.02 Prepare poultry with given recipes.
  - 09.02.03 Hold poultry for serving.
  - 09.02.04 Garnish and present poultry.
  - 09.02.05 Store reusable portions.
- 09.03 Identify and select seafood.

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SHORT ORDER COOK

09.03.01 Identify seafood characteristics, proper cooking and done temperatures, traditional side dishes and condiments, possible parasites, and potential micro-organism growth.
09.03.02 Prepare seafood with given recipes.
09.03.03 Hold seafood for serving.
09.03.04 Garnish and present seafood.
09.03.05 Store reusable portions.

10.0 **PREPARE AND MANAGE STOCKS, SOUPS, AND SAUCES/GRAVIES**--The student will be able to: **n/a**

11.0 **PREPARE AND MANAGE FOODS UTILIZING DAIRY PRODUCTS**--The student will be able to:

11.01 Identify and select dairy products.
11.02 Prepare foods utilizing dairy products using given recipes.
11.03 Hold food containing dairy products for service.
11.04 Garnish and present foods containing dairy products.
11.05 Store reusable portions.

12.0 **PREPARE AND MANAGE FOODS UTILIZING EGG PRODUCTS**--The student will be able to:
12.01 Identify and select egg products.
12.02 Prepare foods utilizing egg products using given recipes.
12.03 Hold food containing egg products for service.
12.04 Garnish and present foods containing egg products.
12.05 Store reusable portions.

13.0 **PREPARE AND MANAGE FOODS UTILIZING FARINACEOUS (STARCHY) PRODUCTS**--The student will be able to:

13.01 Identify and select farinaceous products.
13.02 Prepare foods utilizing farinaceous products using given recipes.
13.03 Hold food containing farinaceous products for service.
13.04 Garnish and present foods containing farinaceous products.
13.05 Store reusable portions.

14.0 **PREPARE AND MANAGE BASIC DESSERTS**--The student will be able to: **n/a**

15.0 **PREPARE AND MANAGE BASIC QUICK BREADS AND YEAST DOUGH**--The student will be able to: **n/a**

16.0 **PREPARE AND MANAGE SPECIALTY ITEMS**--The student will be able to: **n/a**

17.0 **DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATIONS**--The student will be able to: **n/a**

SHORT ORDER COOK

18.0 **DEMONSTRATE A PROFICIENCY IN CUSTOMER RELATIONS**--The student will be able to:

18.01 Resolve customer complaints in a positive professional manner.
18.02 Cope with stressful situations.
18.03 Accommodate the needs of customers (handicapped, infants, elderly.)
18.04 Maintain a positive friendly dining room attitude.
18.05 Display team work.
18.06 Present a neat and clean appearance that will promote a positive image of the establishment.

19.0 **DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS**--The student will be able to:

19.03 Follow instructions.
19.04 Answer and ask questions coherently and concisely.

20.0 **DEMONSTRATE APPROPRIATE MATH SKILLS**--The student will be able to: **n/a**

21.0 **DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE**--The student will be able to: **n/a**

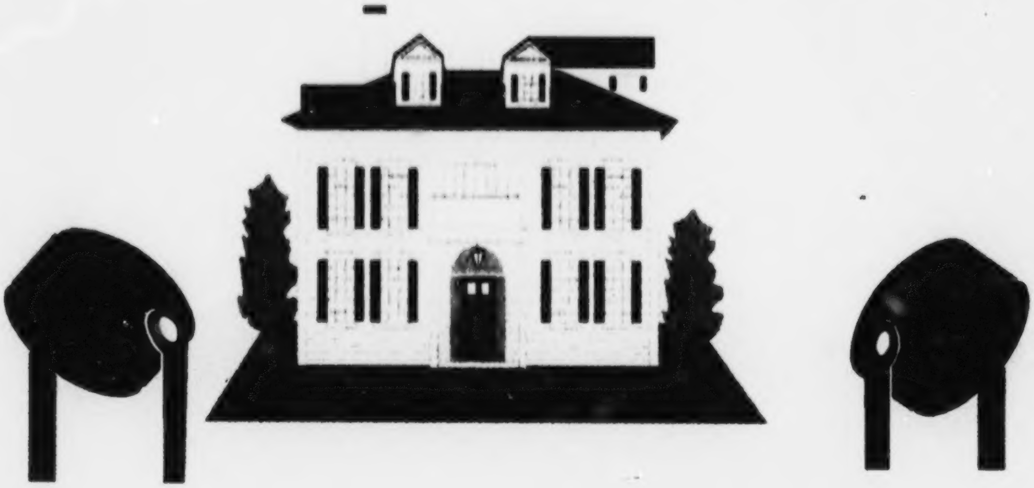
22.0. **DEMONSTRATE EMPLOYABILITY SKILLS**--The student will be able to:

22.01 Conduct a job search.
22.02 Secure information about a job.
22.03 Identify documents which may be required when applying for a job.
22.04 Complete a job application form correctly.
22.05 Demonstrate competence in job interview techniques.
22.06 Identify or demonstrate appropriate responses to criticism from employer, co-workers and other employees.
22.07 Identify acceptable work habits.
22.08 Demonstrate a knowledge of how to make appropriate job changes.
22.09 Demonstrate acceptable employee health habits.

23.0 **DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP**--The student will be able to: **n/a**

Modified Occupational Completion Points for Carpentry

St. Lucie, Martin and Indian River Counties



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7. STRAP/BLOCK TECH

8. FORM CARPENTER ASSISTANT

***Examples included on following pages. Other titles can be found on the MOCP Exchange**

GENERAL LABORER

STUDENT PERFORMANCE STANDARDS — EFFECTIVE DATE: July, 1996

PROGRAM AREA: Industrial — SECONDARY NUMBER: 8722000

PROGRAM TITLE: Carpentry Skills — POSTSECONDARY NUMBER:

01.0 **DEMONSTRATE SHOP AND OCCUPATIONAL SAFETY SKILLS**--The student will be able to:

- 01.01 Maintain a clean, orderly and safe work area.
- 01.03 Identify basic first aid procedures.
- 01.04 Identify common safety hazards.

02.0 **UTILIZE HAND TOOLS**--The student will be able to:

- 02.01 Identify various handtools.
- 02.02 Select correct tool for job.
- 02.03 Demonstrate safe use of handtools.

03.0 **DEMONSTRATE BASIC KNOWLEDGE OF THE CONSTRUCTION INDUSTRY**--The student will be able to:

N/A

04.0 **IDENTIFY CHARACTERISTICS OF CONSTRUCTION LUMBER**--The student will be able to:

- 04.02 Identify the nominal sizes of lumber.

05.0 **UTILIZE POWER TOOLS**--The student will be able to:

N/A

06.0 **DEMONSTRATE PROPER HANDLING AND STORAGE**--The student will be able:

- 06.01 Receive and store materials at a job site.
- 06.02 Identify common fasteners used in construction.

07.0 **DEMONSTRATE KNOWLEDGE OF BASIC MATHEMATICS FOR CARPENTRY**--The student will be able to:

N/A

08.0 **READ BLUEPRINTS**--The student will be able to:

N/A

09.0 **PERFORM SITE PREPARATION AND LAYOUT ACTIVITIES**--The student will be able to:

N/A

10.0 **SET UP AND USE A TRANSIT AND BUILDER'S LEVEL**--The student will be able to:

N/A

11.0 **DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS**--The student will be able to:

11.03 Follow instructions.
11.04 Answer and ask questions coherently and concisely.
11.06 Demonstrate appropriate telephone/communication skills.

12.0 **DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE**--The student will be able to:

12.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.

13.0 **DEMONSTRATE EMPLOYABILITY SKILLS**--The student will be able to: (.01-.05 with or without assistance)

13.01 Conduct a job search.
13.02 Secure information about a job.
13.03 Identify documents which may be required when applying for a job interview.
13.04 Complete a job application form correctly.
13.05 Demonstrate competence in job interview techniques.
13.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
13.07 Identify acceptable work habits.
13.09 Demonstrate acceptable employee health habits.

14.0 **DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP**--The student will be able to:

N/A

SHOP MAINTENANCE

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1996

PROGRAM AREA: Industrial SECONDARY NUMBER: 8721100

PROGRAM TITLE: Cabinetmaking POSTSECONDARY NUMBER:

01.0 **DEMONSTRATE PROFICIENCY IN APPLYING SAFETY RULES AND PROCEDURES**--The student will be able to:

01.01 Apply shop safety rules and procedures.
01.02 Apply personal safety rules and procedures.
01.03 Apply fire safety rules and procedures.
01.04 Apply electrical safety rule and procedures.
01.05 Apply material safety data sheet information.
01.06 Apply chemical safety rules and procedures.

02.0 **DEMONSTRATE PROFICIENCY USING HAND TOOLS**--The student will be able to:

02.01 Identify types and uses of hand tools.

03.0 **DEMONSTRATE PROFICIENCY OPERATING PORTABLE POWER TOOLS**--The student will be able to:

03.10 Identify portable power tolls.

04.0 **DEMONSTRATE PROFICIENCY OPERATING STATIONARY POWER WOODWORKING MACHINES**--The student will be able to:

04.12 Identify stationary power woodworking machines.

05.0 **DEMONSTRATE PROFICIENCY IN PLANNING, DESIGNING AND LAYOUT OF CABINETS AND CASEWORK**--The student will be able to:

N/A

06.0 **DEMONSTRATE PROFICIENCY IN CONSTRUCTING AND ASSEMBLING CABINET COMPONENTS**--The student will be able:

N/A

07.0 **DEMONSTRATE PROFICIENCY IN CONSTRUCTING JOINTS**--The student will be able to:

N/A

08.0 **DEMONSTRATE ABILITY TO FASTEN STOCK AND JOINTS**--The student will be able to:

08.01 Identify types of glues.

09.0 **DEMONSTRATE PROFICIENCY IN CONSTRUCTING AND INSTALLING CABINET DRAWERS AND DOORS**--The student will be able to:

N/A

10.0 **DEMONSTRATE PROFICIENCY IN APPLYING LAMINATES**--The student will be able to:

N/A

11.0 **DEMONSTRATE ABILITY TO FINISH SURFACES**--The student will be able to:

N/A

12.0 **DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS**--The student will be able to:

12.03 Follow instructions.
12.04 Answer and ask questions coherently and concisely.
12.06 Demonstrate appropriate telephone/communication skills.

13.0 **DEMONSTRATE APPROPRIATE MATH SKILLS**--The student will be able to:

N/A

14.0 **DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE**--The Student will be able to:

14.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know how the proper precautions required for handling such materials.

15.0 **DEMONSTRATE EMPLOYABILITY SKILLS**--The student will be able to:(.01-.05 with or without assistance)

15.01 Conduct a job search.
15.02 Secure information about a job.
15.03 Identify documents which may be required when applying for a job interview.
15.04 Complete a job application form correctly.
15.05 Demonstrate competence in job interview techniques.
15.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
15.07 Identify acceptable work habits.
15.09 Demonstrate acceptable employee health habits.

16.0 **DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP**--The student will be able to:

N/A

ASPHALT SHINGLE ASSISTANT

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1996

PROGRAM AREA: Industrial SECONDARY NUMBER: 8722000

PROGRAM TITLE: Carpentry Skills POSTSECONDARY NUMBER:

01.0 DEMONSTRATE SHOP AND OCCUPATIONAL SAFETY SKILLS--The student will be able to:

01.01 Maintain a clean, orderly and safe work area.
01.03 Identify basic first aid procedures.
01.04 Identify common safety hazards.

02.0 UTILIZE HAND TOOLS--The student will be able to:

02.01 Identify various handtools.
02.02 Select correct tool for job.
02.03 Demonstrate proficiency and safe use of handtools.
02.04 Read and use effectively, carpenters measuring tools.

03.0 DEMONSTRATE BASIC KNOWLEDGE OF THE CONSTRUCTION INDUSTRY--The student will be able to:

N/A

04.0 IDENTIFY CHARACTERISTICS OF CONSTRUCTION LUMBER--The student will be able to:

N/A

05.0 UTILIZE POWER TOOLS--The student will be able to:

05.01 Demonstrate proficiency using both portable and stationary power tools.
05.02 Select the correct power tool according to the job.
05.03 Operate and care for power tools properly.

06.0 DEMONSTRATE PROPER HANDLING AND STORAGE--The student will be able:

06.01 Receive and store materials at a job site.
06.02 Identify common fasteners used in construction.

07.0 **DEMONSTRATE KNOWLEDGE OF BASIC MATHEMATICS FOR CARPENTRY**--The student will be able to:

07.01 Solve basic math problems related to carpentry applications.
07.02 Solve for square foot.
07.04 Solve for linear foot measurement.

08.0 **READ BLUEPRINTS**--The student will be able to:

N/A

09.0 **PERFORM SITE PREPARATION AND LAYOUT ACTIVITIES**--The student will be able to:

N/A

10.0 **SET UP AND USE A TRANSIT AND BUILDER'S LEVEL**--The student will be able to:

N/A

11.0 **DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS**--The student will be able to:

11.03 Follow instructions.
11.04 Answer and ask questions coherently and concisely.
11.06 Demonstrate appropriate telephone/communication skills.

12.0 **DEMONSTRATE APPROPRIATE UNDERSTANDING OF BASIC SCIENCE**--The student will be able to:

12.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.

13.0 **DEMONSTRATE EMPLOYABILITY SKILLS**--The student will be able to: (.01-.05 with or without assistance)

13.01 Conduct a job search.
13.02 Secure information about a job.
13.03 Identify documents which may be required when applying for a job interview.
13.04 Complete a job application form correctly.
13.05 Demonstrate competence in job interview techniques.
13.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
13.07 Identify acceptable work habits.

13.09 Demonstrate acceptable employee health habits.

14.0 **DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP**--The student will be able to:

N/A

Modified Occupational Completion Points in

Automotive Technology

for

St. Lucie, Martin and Indian River Counties

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CHASSIS REPAIR TECHNICIAN ASSISTANT

1. Tire and Wheel Service Technician

2. Steering/Suspension Assistant

3. Brake Repair Assistant

GENERAL SERVICE TECHNICIAN ASSISTANT

4. Lube Technician

5. Routine Maintenance Assistant

6. Transmission/Drive Line Assistant

***Note: The numbered job titles are listed in order of difficulty. The job title under which they appear can be mastered once all three of the job title skills are mastered. This allows the student to add layers of expertise and completion points.**

CHASSIS REPAIR TECHNICIAN/ASSISTANT

Automotive Technologies Cluster
06470604CL

STUDENT PERFORMANCE STANDARDS

Occupational Area	INDUSTRIAL EDUCATION
Effective Date	July, 1996
Program Title	Automotive Technology
Secondary Number	8709200
Postsecondary Number	I470608

01.0 DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY--The student will be able to:

01.01 Understand and practice safe work procedures.
01.02 Identify automotive shop safety hazards, methods to prevent and deal with accidents.
01.03 Identify and use appropriate emergency first aid procedures.
01.04 Demonstrate an understanding of automotive chemicals handling hazardous waste, including oil, coolant, asbestos and refrigerant.
01.05 Identify and practice using appropriate safety procedures when using floor jacks, safety stands, vehicle lifts and other lifting equipment.
01.06 Identify, use, and maintain hand and power tools properly.
01.07 Identify and practice using appropriate precision measuring tools and torque methods.
01.08 Identify and describe the proper procedure to apply and remove automotive fasteners, to include thread repair.
01.09 Identify and use metric and English measurement skills.
01.10 Read, interpret and use Technical Information Resources. (TIR).
01.11 Use computer and operate keyboard.
01.12 Identify automobiles according to engine location, cylinders, type of drive system, purpose, etc.
01.13 Apply shop safety rules, EPA and OSHA standards.
01.14 Identify and practice safety procedures required when using various automotive chemicals, gaskets and sealers.
01.15 Identify and practice using appropriate gasoline safety rules.
01.16 Identify and practice using appropriate safety procedures for using compressed air and parts washers.
01.17 Identify and describe typical automotive lubricants and lubricant properties.
01.18 Interpret the Florida 'Workers Right To Know Law'.
01.19 Demonstrate an understanding of Material Safety Data Sheets.

01.20 Identify and describe typical automotive seals and gaskets.
01.21 Identify and use the proper procedures required for cutting tubing and single and double flaring.
01.22 Understand and interpret gears and gear ratios.
01.23 Utilize flat rate manuals, service manuals, service bulletins, parts manuals.
01.24 Demonstrate knowledge of the Automotive Service Excellence (ASE) Certification and other applicable certifications.
01.25 Disable supplemental restraint systems (SRS) in accordance with manufacturers' procedures.

02.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE MATH SKILLS--The student will be able to:

02.01 Read and interpret measuring devices (rules and tapes).

03.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE UNDERSTANDING OF BASIC SCIENCES--The student will be able to:

03.01 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
03.02 Understand pressure measurement in terms of P. S. I., inches of mercury and K. P. A.

04.0 DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS--The student will be able to:

04.01 Secure information about a job.
04.02 Identify documents which may be required when applying for a job.
04.03 Complete a job application form correctly.
04.04 Identify and adopt acceptable work habits.
04.05 Demonstrate acceptable employee health habits.
04.06 Demonstrate appropriate telephone/communication skills.
04.07 Conduct a job search.
04.08 Demonstrate competence in job interview techniques.
04.09 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.

05.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE COMMUNICATION SKILLS--The student will be able to:

05.01 Follow instructions.
05.02 Answer and ask questions coherently and concisely.

06.0 DEMONSTRATE PROFICIENCY IN UNDERSTANDING OF ENTREPRENEURSHIP-

-After successfully completing this outcome, the student will be able to:

06.01 Define entrepreneurship.
06.02 Describe the importance of entrepreneurship to the American economy.
06.03 List the advantages and disadvantages of business ownership.
06.04 Identify the risks involved in ownership of business.
06.05 Identify the necessary personal characteristics of a successful entrepreneur.
06.06 Identify the business skills needed to operate a small business efficiently and effectively.
06.07 Identify and apply communication skills used in automotive careers.

07.0 DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY--The student will be able to:

07.01 Explain the effects of chemical/substance abuse.
07.02 Management of stress.
07.03 Explain and identify acceptable work ethics.
07.04 Explain acceptable dress standards.
07.05 Identify and demonstrate proper customer relations skills.
07.06 Return cores for rebuilt and exchange items.
07.07 Identify principles of time management.
07.08 Identify acceptable customer relations.

08.0 DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF AUTOMOTIVE BRAKE SYSTEMS--The student will be able to:

08.01 Select appropriate brake fluid and install to proper level.
08.02 Describe the functions and principles of automotive brake systems.
08.03 Describe the theory and operation of drum brakes.
08.04 Describe the theory and operation of disc brakes (front and rear).
08.05 Describe the theory and operation of vacuum, hydraulic and electronic assist power brake units.
08.06 Remove, refinish and replace brake drums and replace brake shoes.
08.07 Test pedal free travel with and without engine running; check power assist operation.
08.08 Check vacuum supply (manifold or auxiliary pump) to vacuum-type power booster.
08.09 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in automotive brake systems.
08.10 Inspect brake system and diagnose for problems.
08.11 Measure and adjust pedal pushrod length.
08.12 Check master cylinder for internal and external leaks and proper operation; determine needed repairs.
08.13 Inspect and replace brake lines and hoses. (ASE)
08.14 Inspect brake lines and fittings for leaks, dents, kinks, rust, cracks, or wear, tighten loose fittings and supports.

08.15 Remove, clean, and inspect brake shoes, pads, springs, pins, clips, levers, adjusters/self-adjuster, other related brake hardware, and backing support plates; lubricate and reassemble.
08.16 Adjust brake, shoes, and reinstall brake drums or drum/hub assemblies and wheel bearings.
08.17 Remove, rebuild and replace wheel and master cylinders. (ASE)
08.18 Remove, refinish and replace rotors and replace disc pads. (ASE)
08.19 Remove caliper assembly from mountings; clean and inspect for leaks and damage to caliper housing.
08.20 Clean and inspect rotor; measure rotor with a dial indicator and a micrometer.
08.21 Repair, adjust or replace parking brake, cables and linkage. (ASE)
08.22 Describe the function and principles of anti-lock brake systems.

09.0 DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND CONSUMER SERVICES--The student will be able to:

09.01 Identify and interpret vehicle identification number information.
09.02 Inspect tires; check and adjust air pressure.
09.03 Identify and describe typical automotive lubricants and lubricant properties.
09.04 Check for proper fluid levels.
09.05 Identify the correct techniques use in "jump starting" vehicles.
09.06 Start a vehicle using jumper cables and a battery or auxiliary power supply.
09.07 Check power steering fluid level (ASE).
09.08 Flush power steering system.
09.09 Check manual steering gear fluid level (ASE).
09.10 Dismount, inspect, repair, and remount tire on wheel.
09.11 Reinstall wheel; torque lug nuts.
09.12 Perform tire repairs, tire assembly and wheel balancing.
09.13 Rotate tires according to manufacturer's recommendations.
09.14 Inspect, adjust or replace and adjust power steering pump belt.

10.0 DEMONSTRATE PROFICIENCY IN THE OPERATION OF STEERING, SUSPENSION AND WHEEL SYSTEMS--The student will be able to:

10.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in steering, and wheel systems.
10.02 Identify components and function of steering and suspension systems.
10.03 Identify tire sizes, construction and application.
10.04 Measure wheel, tire, axle, and hub runout; determine needed repairs.
10.05 Identify and use appropriate procedures for inspecting, repairing and replacing tires and wheels. (ASE)
10.06 Identify and use appropriate procedures for rotating and balancing wheels and tires. (ASE)
10.07 Identify and use appropriate procedures for diagnosing wheel/tire vibrations, shimmy and tramp; determine needed repairs.

10.08 Identify the function of steering and suspension system components.
10.09 Inspect steering system and diagnose problems. (ASE)
10.10 Identify and use appropriate procedures in repacking wheel bearings and replacing grease seals on non-drive axles/drive axles and spindles. (ASE).
10.11 Remove, inspect, and service or replace front or rear wheel bearings.
10.12 Remove, clean, inspect, repack, and reinstall wheel bearings and replace seals; reinstall hub and adjust wheel bearings.
10.13 Identify and use appropriate procedures for inspecting, testing and replacing shock absorbers and selective ride systems.
10.14 Identify and use appropriate procedures for servicing MacPherson type struts. (ASE)
10.15 Identify appropriate procedures for checking alignment (front and rear) and diagnosing problems.
10.16 Inspect suspension system and diagnose problems.
10.17 Identify procedures for removal and replacement of power steering pumps. (ASE)
10.18 Identify procedures for removal and replacement of manual/power steering gear assemblies.
10.19 Identify procedures for removal and replacement of spindles and ball joints.
10.20 Identify procedures for removal and replacement of rear suspension parts.
10.21 Remove and replace steering dampers and/or steering linkage components. (ASE)
10.22 Identify appropriate procedures for removing and replacing control arms, coil springs and bushings. (ASE)

11.0 N/A

12.0 N/A

13.0 DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF MANUAL DRIVE TRAINS AND AXLES--The student will be able to:

13.01 Use proper safety procedures when servicing manual drive train axles.
13.02 Inspect, service, and replace front-wheel bearings and locking hubs.
13.03 Inspect, remove, replace and lubricate front drive axle, flexible joints and boots.

14.0 N/A

15.0 N/A

16.0 N/A

STEERING/SUSPENSION ASSISTANT

Automotive Technologies Cluster
06470604CL

STUDENT PERFORMANCE STANDARDS

Occupational Area	INDUSTRIAL EDUCATION
Effective Date	July, 1996
Program Title	Automotive Technology
Secondary Number	8709200
Postsecondary Number	I470608

01.0 DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY--The student will be able to:

01.01 Understand and practice safe work procedures.
01.02 Identify automotive shop safety hazards, methods to prevent and deal with accidents.
01.03 Identify and use appropriate emergency first aid procedures.
01.04 Demonstrate an understanding of automotive chemicals handling hazardous waste, including oil, coolant, asbestos and refrigerant.
01.05 Identify and practice using appropriate safety procedures when using floor jacks, safety stands, vehicle lifts and other lifting equipment.
01.06 Identify, use, and maintain hand and power tools properly.
01.07 Identify and practice using appropriate precision measuring tools and torque methods.
01.08 Identify and describe the proper procedure to apply and remove automotive fasteners, to include thread repair.
01.09 Identify and use metric and English measurement skills.
01.10 Interpret the Florida 'Workers Right To Know Law'.
01.11 Demonstrate an understanding of Material Safety Data Sheets.
01.12 Demonstrate knowledge of the Automotive Service Excellence (ASE) Certification and other applicable certifications.
01.13 Disable supplemental restraint systems (SRS) in accordance with manufacturers' procedures.

02.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE MATH SKILLS--The student will be able to:

02.01 Read and interpret measuring devices (rules and tapes).

03.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE UNDERSTANDING OF BASIC SCIENCES--The student will be able to:

03.01 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
03.02 Understand pressure measurement in terms of P. S. I., inches of mercury and K. P. A.

04.0 DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS--The student will be able to:

04.01 Secure information about a job.
04.02 Identify documents which may be required when applying for a job.
04.03 Complete a job application form correctly.
04.04 Identify and adopt acceptable work habits.
04.05 Demonstrate acceptable employee health habits.
04.06 Demonstrate appropriate telephone/communication skills.
04.07 Conduct a job search.
04.08 Demonstrate competence in job interview techniques.
04.09 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
04.10 Demonstrate knowledge of how to make job changes appropriately.

05.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE COMMUNICATION SKILLS--The student will be able to:

05.01 Read and follow written and oral instructions.
05.02 Answer and ask questions coherently and concisely.

06.0 N/A

7.0 DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY--The student will be able to:

07.01 Explain the effects of chemical/substance abuse.
07.02 Explain and identify acceptable work ethics.
07.03 Explain acceptable dress standards.
07.04 Identify and demonstrate proper customer relations skills.
07.05 Return cores for rebuilt and exchange items.
07.06 Identify principles of time management.
07.07 Identify acceptable customer relations.

08.0 DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF AUTOMOTIVE BRAKE SYSTEMS--The student will be able to:

08.01 Describe the functions and principles of automotive brake systems.
08.02 Describe the function and principles of anti-lock brake systems.

09.0 DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND CONSUMER SERVICES--The student will be able to:

09.01 Inspect tires; check and adjust air pressure.
09.02 Identify and describe typical automotive lubricants and lubricant properites.
09.03 Check for proper fluid levels.
09.04 Identify the correct techniques use in "jump starting" vehicles.
09.05 Start a vehicle using jumber cables and a bettery or auziliary power supply.
09.06 Check power steering fluid level (ASE).
09.07 Flush power steering system.
09.08 Check manual steering gear fluid level (ASE).
09.09 Dismount, inspect, repair, and remount tire on wheel.
09.10 Reinstall wheel; torque lug nuts.
09.11 Inspect and adjust alternator drive belts; replace as needed.
09.12 Perform tire repairs, tire assembly and wheel balancing.
09.13 Rotate tires according to manufacturer's recommendations.
09.14 Inspect, adjust or replace and adjust power steering pump belt.

10.0 DEMONSTRATE PROFICIENCY IN THE OPERATION OF STEERING, SUSPENSION AND WHEEL SYSTEMS--The student will be able to:

10.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in steering, and wheel systems.
10.03 Identify components and function of steering and suspension systems.
10.04 Identify tire sizes, construction and application.
10.05 Measure wheel, tire, axle, and hub runout; determine needed repairs.
10.06 Identify and use appropriate procedures for inspecting, repairing and replacing tires and wheels. (ASE)
10.07 Identify and use appropriate procedures for rotating and balancing wheels and tires. (ASE)
10.08 Identify the function of steering and suspension system components.
10.09 Inspect steering system and diagnose problems. (ASE)
10.10 Identify and use appropriate procedures in repacking wheel bearings and replacing grease seals on non-drive axles/drive axles and spindles. (ASE).
10.11 Remove, inspect, and service or replace front or rear wheel bearings.
10.12 Remove, clean, inspect, repack, and reinstall wheel bearings and replace seals; reinstall hub and adjust wheel bearings.

10.13 Identify and use appropriate procedures for inspecting, testing and replacing shock absorbers and selective ride systems.
10.14 Identify and use appropriate procedures for servicing MacPherson type struts. (ASE)
10.15 Identify appropriate procedures for checking alignment (front and rear) and diagnosing problems.
10.16 Inspect suspension system and diagnose problems.
10.17 Identify procedures for removal and replacement of power steering pumps. (ASE)
10.18 Identify procedures for removal and replacement of manual/power steering gear assemblies.
10.19 Identify procedures for removal and replacement of spindles and ball joints.
10.20 Identify procedures for removal and replacement of rear suspension parts.
10.21 Remove and replace steering dampers and/or steering linkage components. (ASE)
10.22 Identify appropriate procedures for removing and replacing control arms, coil springs and bushings. (ASE)

11.0 N/A

12.0 N/A

13.0 DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF MANUAL DRIVE TRAINS AND AXLES--The student will be able to:

13.01 Use proper safety procedures when servicing manual drive train axles.
13.02 Inspect, service, and replace front-wheel bearings and locking hubs.
13.03 Inspect, remove, replace and lubricate front drive axle, flexible joints and boots.

14.0 N/A

15.0 N/A

16.0 N/A

LUBE TECHNICIAN

Automotive Technologies Cluster
06470604CL

STUDENT PERFORMANCE STANDARDS

Occupational Area	INDUSTRIAL EDUCATION
Effective Date	July, 1996
Program Title	Automotive Technology
Secondary Number	8709200
Postsecondary Number	I470608

01.0 DEMONSTRATE PROFICIENCY IN THE EQUIPMENT SKILLS AND SAFETY REGULATIONS RELATING TO THE AUTOMOTIVE INDUSTRY--The student will be able to:

01.01 Understand and practice safe work procedures.
01.02 Identify automotive shop safety hazards, methods to prevent and deal with accidents.
01.03 Identify and use appropriate emergency first aid procedures.
01.04 Demonstrate an understanding of automotive chemicals handling hazardous waste, including oil, coolant, asbestos and refrigerant.
01.05 Identify and practice using appropriate safety procedures when using floor jacks, safety stands, vehicle lifts and other lifting equipment.
01.06 Identify, use, and maintain hand and power tools properly.
01.07 Identify and practice using appropriate precision measuring tools and torque methods.
01.09 Identify and use metric and English measurement skills.
01.10 Read, interpret and use Technical Information Resources. (TIR).
01.12 Identify automobiles according to engine location, cylinders, type of drive system, purpose, etc.
01.14 Apply shop safety rules, EPA and OSHA standards.
01.15 Identify and practice safety procedures required when using various automotive chemicals, gaskets and sealers.
01.16 Identify and practice using appropriate gasoline safety rules.
01.17 Identify and practice using appropriate safety procedures for using compressed air and parts washers.
01.18 Identify and describe typical automotive lubricants and lubricant properties.
01.19 Interpret the Florida 'Workers Right To Know Law'.
01.20 Demonstrate an understanding of Material Safety Data Sheets.
01.24 Utilize flat rate manuals, service manuals, service bulletins, parts manuals.
01.25 Demonstrate knowledge of the Automotive Service Excellence (ASE) Certification and other applicable certifications.

01.26 Disable supplemental restraint systems (SRS) in accordance with manufacturers' procedures.

02.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE MATH SKILLS--The student will be able to:

02.01 Read and interpret measuring devices (rules and tapes).

03.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE UNDERSTANDING OF BASIC SCIENCES--The student will be able to:

03.01 Understand molecular action as a result of temperature extremes, chemical reaction, and moisture content.
03.02 Draw conclusions or make inferences from data.
03.03 Identify health related problems which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
03.04 Understand pressure measurement in terms of P. S. I., inches of mercury and K. P. A.

04.0 DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS--The student will be able to:

04.01 Secure information about a job.
04.02 Identify documents which may be required when applying for a job.
04.03 Complete a job application form correctly.
04.04 Identify and adopt acceptable work habits.
04.05 Demonstrate acceptable employee health habits.
04.06 Demonstrate appropriate telephone/communication skills.
04.07 Conduct a job search.
04.08 Demonstrate competence in job interview techniques.
04.09 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
04.10 Demonstrate knowledge of how to make job changes appropriately.

05.0 DEMONSTRATE PROFICIENCY IN APPROPRIATE COMMUNICATION SKILLS--The student will be able to:

05.02 Read and understand graphs, charts, diagrams, and tables commonly used in this industry/occupation area.
05.03 Read and follow written and oral instructions.
05.04 Answer and ask questions coherently and concisely.

06.0 N/A

07.0 DEMONSTRATE PROFICIENCY IN ACCEPTABLE EMPLOYEE BEHAVIOR IN THE AUTOMOTIVE INDUSTRY--The student will be able to:

07.01 Explain the effects of chemical/substance abuse.
07.05 Explain and identify acceptable work ethics.
07.06 Explain acceptable dress standards.
07.07 Identify and demonstrate proper customer relations skills.
07.10 Return cores for rebuilt and exchange items.
07.12 Identify principles of time management.
07.13 Identify acceptable customer relations.

08.0 DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF AUTOMOTIVE BRAKE SYSTEMS--The student will be able to:
08.01 Select appropriate brake fluid and install to proper level.
08.09 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in automotive brake systems.

09.0 DEMONSTRATE PROFICIENCY IN ROUTINE MAINTENANCE AND CONSUMER SERVICES--The student will be able to:

09.01 Identify and interpret vehicle identification number information.
09.03 Inspect tires; check and adjust air pressure.
09.04 Identify and describe typical automotive lubricants and lubricant properties.
09.05 Check for proper fluid levels.
09.06 Identify the correct techniques use in "jump starting" vehicles.
09.07 Start a vehicle using jumper cables and a battery or auxiliary power supply.
09.08 Inspect, test, head and tail lamp circuits, aim headlights and replace bulbs.
09.09 Inspect, clean, fill or replace battery.
09.11 Perform oil change and lubricate vehicle.
09.12 Check power steering fluid level (ASE).
09.11 Inspect coolant condition; drain and recover.
09.17 Service positive crankcase ventilation (PVC) system.
09.18 Inspect and clean battery cables, connectors, clamps, and hold-downs; repair or replace as needed.
09.23 Check manual steering gear fluid level (ASE).
09.26 Inspect and adjust alternator drive belts; replace as needed.
09.33 Check radiator coolant level, test and add coolant. (ASE)
09.36 Inspect, test, and replace radiator, pressure cap, and collant recovery system.
09.37 Identify types and uses of automotive engine oils.
09.39 Check transmission/trans-axle fluid levels and change fluids and filters.
09.42 Inspect A/C compressor drive belts; replace and adjust as needed.
09.43 Inspect engine cooling and heater system hoses and belts; replace as needed.

09.44 Inspect coolant; drain, flush, refill, and bleed cooling system with recommended coolant.
09.46 Remove and replace fuel injection system filters.

10.0 DEMONSTRATE PROFICIENCY IN THE OPERATION OF STEERING, SUSPENSION AND WHEEL SYSTEMS--The student will be able to:

10.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in steering, and wheel systems.

11.0 DEMONSTRATE PROFICIENCY IN HEATING, AIR CONDITIONING AND ENGINE COOLING SYSTEMS--The student will be able to:

11.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in air conditioning and engine cooling systems.
11.02 Inspect, service and replace drive belts.
11.05 Apply proper safety procedures used when servicing automotive air conditioning and engine cooling systems.
11.07 Pressure test cooling systems/radiator caps. (ASE)

12.0 DEMONSTRATE PROFICIENCY IN ENGINE THEORY AND REPAIRS--The student will be able to:

12.03 Check for proper fluid levels.
12.05 Inspect engine assembly for fuel, oil, coolant, and other leaks; determine needed repairs.
12.15 Determine source(s) of oil/coolant loss. (ASE)

13.0 DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF MANUAL DRIVE TRAINS AND AXLES--The student will be able to:

13.01 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in manual drive trains.
13.02 Identify and describe typical automotive lubricants and lubricant properties.
13.03 Use proper safety procedures when servicing manual drive train axles.
13.13 Check four-wheel drive assembly seals and vents; check lube level.
13.22 Inspect constant-velocity/universal joints.
13.23 Inspect, remove, replace and lubricate front drive axle, flexible joints and boots.
13.24 Service differentials. (ASE)

14.0 DEMONSTRATE PROFICIENCY IN THE OPERATION AND SERVICING OF AUTOMATIC TRANSMISSION/TRANS-AXLE--The student will be able to:

14.01 Service transmission; perform visual inspection; replace fluids and filters.
14.04 Identify the properties, varieties and use appropriate procedures to store and dispose of fluids, greases and lubricants in an automatic transmission/trans-axle.
14.05 Identify and describe typical automotive lubricants and lubricant properties.
14.06 Use proper safety procedures when servicing automatic transmissions.
14.07 Identify automotive shop safety hazards, methods to prevent and deal with accidents.
14.13 Identify automotive shop safety hazards, methods to prevent and deal with accidents.

15.0 N/A

16.0 DEMONSTRATE PROFICIENCY IN ENGINE PERFORMANCE SERVICE--The student will be able to:

16.01 Locate and interpret vehicle and major component identification numbers (VIN, vehicle certification labels and calibration decals).
16.03 Service air cleaners (ASE).
16.51 Inspect and test positive crankcase ventilation (PCV) filter/breather cap, valve, tubes, orifices, and hoses; service or replace as needed.

Certificate of Mastery

AWARED TO:

____

Mastery of necessary skills in the following modified vocational program

Lube Technician

Presented by:

____________________ Automotive Instructor

____________________ Principal

__________ Date

Broward County

Broward County
Overview of Process

The Process

- TO MEET A NEED BASED ON REQUESTS FROM ESE AND VOCATIONAL TEACHERS
- Instructors were recommended by Vocational Curriculum Specialists and ESE Curriculum Specialists
- A joint meeting of ESE and Vocational participants and concepts to train the participants in the philosophy and concepts MOCPs. Janet Adams and Michele Polland facilitated the meeting.

The Process

- Teams were formed
- Curriculum development process was left up to the team
- A curriculum format was established
- Plans this year include
  - Culinary arts/Food Production
  - Agribusiness
  - Auto Technology
  - Business Systems and Technology
    - OCPA - File Clerk
  - Business Systems and Technology 2
    - OCPA - General Office Clerk

CURRICULUM FORMAT

	DRAFT #1	DRAFT #2	FINAL DRAFT	APPROVAL	COMPLETION
•Introduction/purpose					
•Regular frameworks and modified frameworks					
•Occupational Flowchart (see Food Production)					
•Entry level and articulation chart					
•Signature of business/industry individual who has looked at, commented, or approved the chart					
•CORE Competencies					
•DOT Job Descriptions					
•DOT numbers					
•Student Certificate with competencies for each job					
•Strategies for working with ESE students					
•Suggested Modifications Instructional/Environmental					

MODIFIED OCCUPATIONAL COMPLETION POINT
CURRICULUM DEVELOPMENT

I,___________________________agree to:

- Work 20 hours in adapting the______________________________ curriculum frameworks into the assigned format. Additional hours will require justification and approval.

- Keep appropriate time sheets that will be submitted at the completion of the assignment.

- Attend all bench mark meetings:

  January 30, 1997 - 3:00 p.m.
  February 27, 1997 - 3:00 p.m.
  April 17, 1997 - 3:00 p.m.

- Submit completed curriculum May 1, 1997, or before, (hard copy/disc).

- Agree to train peer teachers at the next appropriate teachers meeting. Arrangements should be made through the specific program curriculum specialist.

Signature of Team	Program Area (Specific Vocational Area or ESE)
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Curriculum Based Vocational Assessment

- Assessment - Techno Van
- Teacher or Job Coach can tell the employer what the student is capable of doing proficiently or with modification
- A positive approach

Techno Van

- Broward has two mobile assessment units enabling evaluators to travel
- ESE specialists and teachers notify students of the van’s arrival
- The evaluator works with each school’s ESE specialist
- Appropriate assessments are selected

Assessments for all Populations

- S.A.G.E. - System for Assessment and Group Evaluation
- T.A.P. - Talent Assessment Program
- I.B.C.D. - Interest Based Career Decision
- Vocational Transit
- Career Scope
- Learning Styles Inventory

Student Services

- Identify Students
- Survey Students
- Assess Students
  - E-Z DOT
  - Explore Careers
  - Counsel one on one
- Can and should be used at staffings and transitions

MOCPs Job Chart

Early Childhood Education

Nursery School Attendant
DOT# 359.667-018

Child Care Attendant, School
DOT# 355.674-010

Attendant, Children's Institution
DOT# 359.667-010

Child Monitor
DOT# 301.677-010

Children's Attendant
DOT# 349.677-026

Playroom Attendant
DOT# 359.667-026

Day Worker
DOT# 301.687-014

Core Competencies

- Demonstrate employability skills
- Identify rules and regulations which govern child care
- Maintain a safe, clean and healthy learning environment
- Display interpersonal relationships skills
- Identify appropriate methods of guidance
- Identify communications skills
- Demonstrate communication skills

Job Title: Child Monitor

Dot Code: 301.677-010

- Observes and monitors play activities or amuses children by reading to or playing games with them
- Prepares and serves meals or formulas
- Sterilizes bottles and other equipment used for feeding infants
- Dresses or assists children to dress and bathe

Job Title: Child Monitor
Dot Code: 301.677-010

- Accompanies children on walks or other outings
- Washes and irons clothes
- Keeps children's quarters clean and tidy
- Cleans other parts of home

Early Childhood Education

JOB TITLE: CHILD MONITOR DOT # 301.677-010

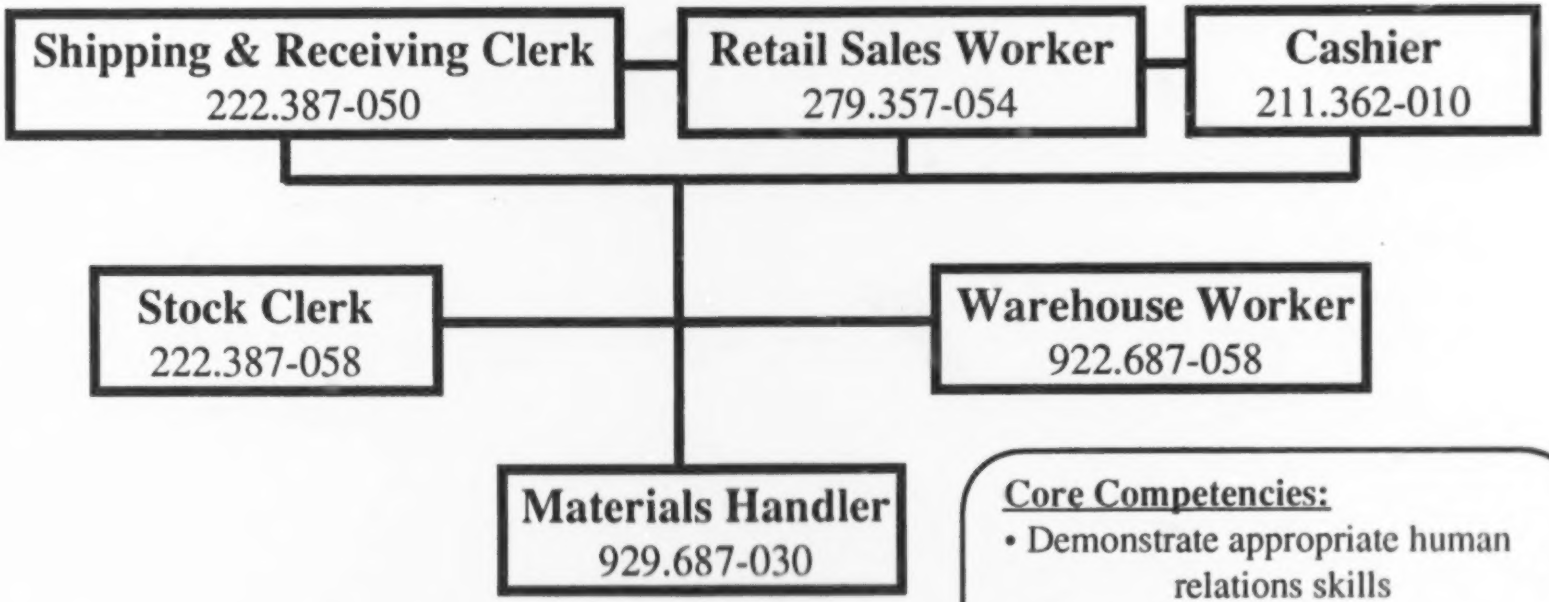
Major Competency Areas

The descriptions associated with each of the numbers , on the level of student performance for each of the tasks listed below.

2 = Skilled	can perform job independently with no additional training.
1 = Moderately Skilled	has performed job independently during training program; limited additionaltraining may be required

1	2	
		01. Identify rules and regulations which govern child care
		02. Maintain a safe, clean, and healthy learning environment
		03. Plan food service and nutrition education
		11. Demonstrate Professionalism
		15. Implement food service and nutrition education
		21. Demonstrate employability skills
		23. Demonstrate leadership and organizational skills
		25. Demonstrate communication skills
		26. Display interpersonal relationship skills

MARKETING & RETAIL JOBS CHART



Shipping & Receiving Clerk
222.387-050

Retail Sales Worker
279.357-054

Cashier
211.362-010

Stock Clerk
222.387-058

Warehouse Worker
922.687-058

Materials Handler
929.687-030

ENTRY LEVEL & ARTICULATION CHART

Core Competencies:

- Demonstrate appropriate human relations skills
- Demonstrate appropriate communications skills
- Demonstrate accepted safety practices
- Demonstrate employability skills
- Demonstrate acceptance of supervision on the job

Prerequisites of all Completers

- Demonstrate appropriate human relations skills
- Demonstrate appropriate communications skills
- Demonstrate accepted safety practices
- Demonstrate employability skills

1.0 Demonstrate Appropriate Human Relations Skills

- Identify:

  Responsibilities of a good employee

- Demonstrate:
  - Acceptable grooming, dress, & hygiene
  - Punctuality
  - Courtesy
  - Honesty & Loyalty
  - Cooperation With Co-Workers
  - Good Attendance

2.0 Demonstrate Appropriate Communication Skills

- Demonstrate:
  - Ability to follow oral directions
  - Ability to follow written directions
  - Use proper speech

3.0 Demonstrate Accepted Safety Practices

- Identify:
    - Way to protect body form injury
    - Safety hazards
    - Importance of following company rules
- Demonstrate:
    - Use of safety procedures
    - Use of accident prevention
    - Use of personal safety devices

4.0 Demonstrate Employability Skills

- Identify:
  - Fringe benefits
- Demonstrate:
  - Completion of job search
  - Completion of job application
  - Completion of job interview
  - Completion of resume
  - Completion of W-4 form

5.0 Demonstrate acceptance of Supervision on the job

- Identify:
    - Appropriate employer/employee interactions
- Demonstrate:
    - Ability to accept criticism
    - Positive attitude
    - Ability to be flexible
    - Ability to accept orders
    - Show initiative

Strategies for Working with ESE Students

PLANNING INSTRUCTION

- Decide What to Teach
- Decide How to Teach
- Communicate Realistic Expectations

Strategies for Working with ESE Students

MANAGING INSTRUCTION

- Prepare for Instruction
- Use Time Productively
- Establish Positive Classroom Environment

Strategies for Working with ESE Students

DELIVERING INSTRUCTION

- Present Instruction
- Teach Thinking Skills
- Monitor Students
- Provide Feedback
- Provide Relevant Practice
- Keep Students Actively Involved
- Modify Instruction

Strategies for Working with ESE Students

EVALUATING INSTRUCTION

- Monitor Student Understanding
- Monitor Engaged Time
- Monitor Student Activity
- Maintain Records of Student Progress

ALLOWABLE MODIFICATIONS

TEXTBOOKS

- Provide chapter study guides which include:
    - vocabulary
    - content outline
    - "cloze" paragraphs
    - chapter tests
- Rewrite chapter content at a lower readability and syntactic language level
- Tape the student's test
- Decrease the amount of required reading
- Have students read aloud
- Allow extra time for reading
- Use a worksheet to guide independent reading
- Select alternative texts
- Teach proper use of index and table of contents
- Teach planning/scanning techniques
- Use choral reading activities

TESTS

- Give oral exams
- Use more white space between test items
- Provide a buddy or allow group help
- Reorganize tests for clarity
- Reduce vocabulary level
- Give take-home test
- Reduce extraneous information
- Allow extended time frame for test
- Give clear directions for each test section
- Provide examples
- Announce remaining time for timed tests at regular intervals
- Ask questions requiring short answers
- Provide study questions addressing the format as well as the content of the test
- Teach test taking skills

ALLOWABLE MODIFICATIONS

LECTURES

- Provide overview of content
- Provide visuals
- Use flash cards
- Give explanations in small distinct steps
- Provide written backup to oral directions
- Use voice intonations to stress points
- Alternate spoken instruction with written and manipulative tasks
- Introduce difficult vocabulary and concepts
- Interject humor
- Provide study guides/worksheets for lectures
- Repeat important material throughout the lecture
- Quiz students on lectures
- Summarize key points

WRITING

- Use computer word process programs
- Allow students to use typewriters, tape recorders, computers, and manuscript paper
- Teach students to proofread
- Allow students to dictate work
- Allow more time
- Decrease the amount of required written work
- Provide practice with story starters and beginnings of interesting articles
- Post good examples of writing
- Praise legible handwriting

ALLOWABLE MODIFICATIONS

ASSIGNMENTS

- Vary the length from day to day
- Adjust the conceptual level
- Give work in smaller amounts
- Introduce the assignment carefully
- Provide them suggestions for each task
- Give clear and precise directions
- Require an assignment notebook - check often
- Write assignments on the board
- Return corrected assignments promptly with specific feedback
- Provide varied types of assignments (i.e., writing tasks, drawing, interviewing, projects, etc.)
- Tell the students what they will learn from the assignment

MOTIVATION

- Make learning fun - show enthusiasm
- Provide verbal praise and reinforcement
- Use field trips and other "hands on" experiences
- Use pictures, graphs, etc. to promote interest
- Alternate learning activities to provide variety
- Pair students with a partner
- Utilize games and competitive charting
- Post outstanding work in the classroom
- Use word searches, crossword puzzles, and other methods to learn printed material.
- Use computers to reinforce concepts
- Allow a student to teach for a day
- Encourage parental support
- Simulate real life situations
- Use calculators for problem solving and checking computation above 3rd grade

ALLOWABLE MODIFICATIONS

COURSE MODIFICATIONS

- General modifications

All teachers, regular and exceptional, make instructional adaptations and modifications every day based on their students' individual needs. These decisions are based on teacher judgment and are not recorded on an IEP. If, however, a student's academic success depends on certain specific modifications, these need to be recorded on the IEP.

A teacher is not prohibited from implementing a specific modification if it is in the student's best interest, whether or not it is on the IEP. At the next IEP review, this modification may be recorded.

- IEP committee responsibilities

The use of any specific modification(s), except type of teacher certification, is a decision made by an IEP committee and should be based on:

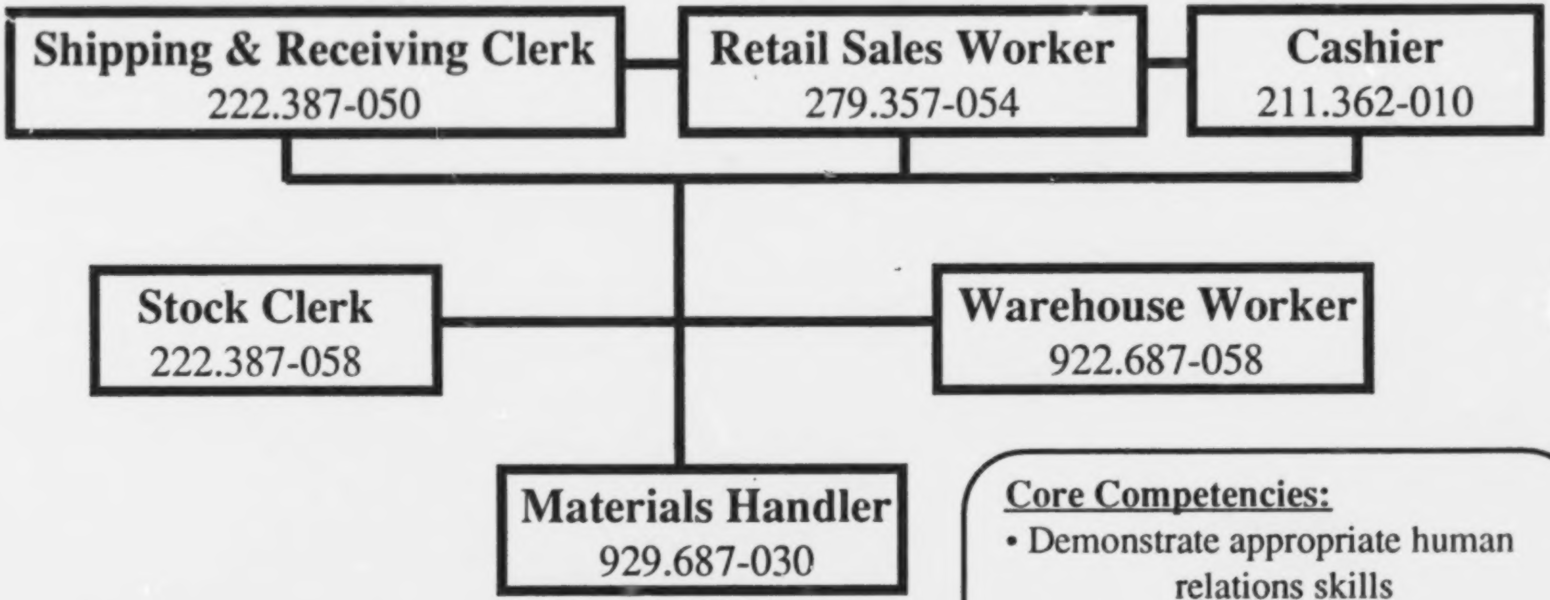
- knowledge of the student's strengths and weaknesses
- requirements of the course(s) or classes under consideration
- parameters of time/space/personnel available in each situation

Such decisions are recorded either on the comment section Part I, the unique methods section, or on the optional comments sheet of the IEP, stating which modification(s) must be employed and the person(s) responsible for their implementation and verification.

Broward County
Modified Occupational Completion Points
Examples from:
Retail and Marketing
Child Care
Graphic Arts

Retail and Marketing

MARKETING & RETAIL JOBS CHART



Shipping & Receiving Clerk
222.387-050

Retail Sales Worker
279.357-054

Cashier
211.362-010

Stock Clerk
222.387-058

Warehouse Worker
922.687-058

Materials Handler
929.687-030

ENTRY LEVEL & ARTICULATION CHART

Core Competencies:
- Demonstrate appropriate human relations skills
- Demonstrate appropriate communications skills
- Demonstrate accepted safety practices
- Demonstrate employability skills
- Demonstrate acceptance of supervision on the job

SHIPPING AND RECEIVING CLERK

222.387-050

Keeps records of all goods shipped, received, and transferred between businesses and their customers and suppliers. Shipping clerks are responsible for all shipments leaving a place of business. They prepare shipping documents and mailing labels, and make sure that orders are filled correctly. They get items from stockrooms and wrap or pack them in containers. They address packages, compute freight or postal charges, and record the weight and cost of each shipment.

No license or certification is required although, jewelry, liquor, or drug shipping may require those to be bonded.

Growth is expected to be 5% by 2005, due to increased use of automation.

Shipping and Receiving Clerk

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2	1	
—	—	Identify forms used in receiving
—	—	Identify forms used in shipping
—	—	Identify receiving and stocking terminology
—	—	Demonstrate use of forms needed to process orders for shipping or receiving
—	—	Demonstrate proper method of checking deliveries
—	—	Demonstrate ability to store materials using acceptable storage techniques
—	—	Demonstrate proper calculation of shipping charges
—	—	Identify responsibilities of a good employee
—	—	Demonstrate use of a telephone in a business-like manner

Marketing Education for Exceptional High School Students

Competencies Checklist

Shipping & Receiving Clerk

Student Name: ______________________ Student S.S. # __________________________

Teacher(s) ______________________ ______________________________________

75% Mastery with: S=Supervision: M=Modification: P=Proficient without Support or Modification

	S	M	P
1.0 Demonstrate Appropriate Human Relations			
Identify:			
Responsibilities of a good employee			
Demonstrate:			
Acceptable grooming, dress & hygiene			
Punctuality			
Courtesy			
Honesty and loyalty			
Cooperation with co-workers			
Good attendance			
Acceptance of constructive criticism			
2.0 Demonstrate Appropriate Communication Skills			
Demonstrate:			
Ability to follow oral directions			
Ability to follow written directions			
Use of proper speech			
Use a telephone in a business-like manner			
3.0 Demonstrate Accepted Safety Practices			
Identify:			
Way to protect body from injury			
Safety hazards			
Importance of following company rules			
Demonstrate:			
Use of safety procedures			
Use of accident prevention			
Use of personal safety devices			
4.0 Demonstrate Employability Skills			
Identify:			
Community resources for employment			
Appropriate Transportation			
Demonstrate:			
Completion of job application			
Competency in job interview			
5.0 Demonstrate Acceptance of Supervision on the Job			
Identify:			
Appropriate method of notifying supervisor when in need of assistance			

S M P

- Demonstrate:
    - Positive attitude
    - Accepting orders
    - Showing initiative

6.0 Utilize Effective Selling Strategies

- Demonstrate:
    - Proper security precautions
    - Perform housekeeping duties

8.0 Receive and Stock Merchandise

- Identify:
    - Forms used in receiving
    - Forms used in stocking
    - Types of storage equipment
    - Receiving/stocking terminology
- Demonstrate:
    - Proper method of checking deliveries
    - Method for moving merchandise from receiving to storage
    - Knowledge of reporting discrepancies in receipt of merchandise
    - Ability to store materials using acceptable storage techniques

9.0 Control Inventory

- Identify:
    - Inventory control terminology
- Demonstrate:
    - Ability to do physical inventory

10.0 Distribute Merchandise

- Identify:
    - Forms used in order processing and shipping
- Demonstrate:
    - Use of forms needed to process orders for shipping
    - Use of equipment for:
        - weighing
        - marking
        - packing
    - Proper method of keeping shipping records

11.0 Stock Clerk

- Demonstrate:
    - Proper use of pricing gun
    - Appropriate housekeeping duties
    - Keeping stock clean & rotated
    - Proper method of unloading merchandise from trucks and storage
    - Courtesy to customers

WAREHOUSE WORKER
922.687-058

They receive, store, and distribute products and materials. They read customer and shipping orders or requisitions to determine which materials are to be moved. They convey items in designated areas by hand or with a lift. They open bales, crates and other containers with hand tools and weigh, count, and record items. They place items on racks, shelves, or in bins according to type, size, or color and mark materials with stencil or crayon for identification.

No license or certification is required.

Growth is expected to be 15% by 2005.

Warehouse Worker
Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2	1	
—	—	Demonstrate cooperation with co-workers
—	—	Identifying importance of following company rules
—	—	Demonstrate use of personal safety devices
—	—	Demonstrate appropriate employee/employer interactions
—	—	Demonstrate accepting orders
—	—	Identify types of inventories
—	—	Identify forms used in order processing
—	—	Demonstrate use of equipment for:
—	—	weighing
—	—	marking
—	—	packing
—	—	Demonstrate method for moving merchandise from receiving to storage

Marketing Education for Exceptional High School Students

Competencies Checklist

Warehouse Worker

Student Name: ______________________ Student S.S. # ________________________

Teacher(s) ______________________ ______________________

75% Mastery with: S=Supervision: M=Modification: P=Proficient without Support or Modification

S M P

1.0 Demonstrate Appropriate Human Relations

Identify:
- Responsibilities of a good employee

Demonstrate:
- Acceptable grooming, dress, & hygiene
- Punctuality
- Courtesy
- Honesty and loyalty
- Cooperation with co-workers
- Good attendance
- Acceptance of constructive criticism

2.0 Demonstrate Appropriate Communication Skills

Demonstrate:
- Ability to follow oral directions
- Ability to follow written directions
- Use a telephone in a business-like manner

3.0 Demonstrates Accepted Safety Practices

Identify:
- Way to protect body from injury
- Safety hazards
- Importance of following company rules

Demonstrate:
- Use of safety procedures
- Use of accident prevention
- Use of personal safety devices

4.0 Demonstrate Employability Skills

Identify:
- Identify fringe benefits

Demonstrate:
- Completion of job search
- Completion of job application
- Competency in job interview
- Completion of resume
- Completion of W-4 form

5.0 Demonstrate Acceptance of Supervision on the Job

Identify:
- Appropriate method of notifying supervisor when in need of assistance
- Appropriate employee/employer interactions

S M P

Demonstrate:
- Ability to accept criticism
- Positive attitude
- Ability to be flexible
- Accepting orders
- Showing initiative

8.0 Receive and Stock Merchandise

Identify:
- Forms used in receiving
- Forms used in stocking
- Types of storage equipment
- Receiving/stocking terminology

Demonstrate:
- Method for moving merchandise from receiving to storage
- Ability to store materials using acceptable storage techniques
- Using a calculator, perform math operations related to warehouse functions

9.0 Control Inventory

Identify:
- Types of inventories
- Inventory control terminology

Demonstrate:
- Ability to do physical inventory

10.0 Distribute Merchandise

Identify:
- Order processing/shipping terms
- Forms used in order processing

Demonstrate:
- Use of equipment for:
  - weighing
  - marking
  - packing
- Proper method of keeping shipping records

STOCK CLERK

922.687-058

They receive, unpack, check, store, and keep track of merchandise and materials. They keep records of items entering or leaving the stock room and report damaged or spoiled goods. They organize and, when necessary, mark items with identifying codes or prices so that the inventories can be located, quickly, and easily. In stores, stock clerks may bring merchandise to the sales floor and stock shelves and racks. In stockrooms and warehouses, they may store materials in bins, on the floor, or on shelves.

No license or certification is required.

Growth is expected to be 2% by 2005, due to increased use of automation.

Stock Clerk

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2	1	
—	—	Demonstrate proper use of pricing gun
—	—	Demonstrate appropriate housekeeping duties
—	—	Demonstrate keeping stock clean and rotated
—	—	Demonstrate proper method of unloading merchandise from trucks and storage
—	—	Demonstrate proper bagging techniques
—	—	Demonstrate courtesy to customers

Marketing Education for Exceptional High School Students

Competencies Checklist

Stock Clerk

Student Name: ____________________ Student S.S. # ______________________

Teacher(s) ______________________ ____________________________________

75% Mastery with: S=Supervision: M=Modification: P=Proficient without Support or Modification

	S	M	P
1.0 Demonstrate Appropriate Human Relations			
Identify:			
Responsibilities of a good employee			
Demonstrate:			
Cooperation with co-workers			
Good attendance			
Acceptance of constructive criticism			
2.0 Demonstrate Appropriate Communication Skills			
Demonstrate:			
Ability to follow oral directions			
Ability to follow written directions			
Use of proper speech			
3.0 Demonstrates Accepted Safety Practices			
Identify:			
Way to protect body from injury			
Safety hazards			
Importance of following company rules			
Demonstrate:			
Use of safety procedures			
Use of accident prevention			
Use of personal safety devices			
4.0 Demonstrate Employability Skills			
Identify:			
Community resources for employment			
Appropriate transportation			
Identify fringe benefits			
Demonstrate:			
Completion of job search			
Completion of job application			
Competency in job interview			
Completion of letter of application			
Completion of resume			
Completion of W-4 form			
5.0 Demonstrate Acceptance of Supervision on the Job			
Demonstrate:			
Ability to accept criticism			
Positive attitude			
Ability to be flexible			

	S	M	P
Accepting orders			
Showing initiative			
8.0 Receive and Stock Merchandise			
Identify:			
Forms used in receiving			
Forms used in stocking			
Types of storage terminology			
Types of storage equipment			
Demonstrate:			
Method for moving merchandise from receiving to storage			
Procedure for tracing list or non-delivered merchandise			
Procedure for filing claims for lost or damaged merchandise			
Ability to store materials using acceptable storage techniques			
Using a calculator, perform math operations related to warehouse functions			
9.0 Control Inventory			
Inventory:			
Types of inventories			
Inventory control terminology			
Demonstrate:			
Ability to do physical inventory			
10.0 Distribute Merchandise			
Identify:			
Order processing/shipping terms			
Forms used in order processing			
Forms used in shipping			
11.0 Stock Clerk			
Demonstrate:			
Proper use of pricing gun			
Appropriate housekeeping duties			
Keeping stock clean & rotated			
Proper method of unloading merchandise from trucks and storage			
Proper bagging techniques			
Courtesy to customers			

MATERIALS HANDLER

929.687-030

They do routine physical work under close supervision. They generally follow oral or written instructions from supervisors or more experienced workers, with little opportunity to make decisions. They load, unload, and move stock to and from storage and production areas, loading docks, delivery vehicles, ships' holds, and containers. Their specific duties vary by industry and work setting.

No license or certification is required.

The job growth is considered to be very little due to automation.

Materials Handler

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2	1	
—	—	Identify responsibilities of a good employee
—	—	Demonstrate punctuality
—	—	Demonstrate acceptance of constructive criticism
—	—	Demonstrate ability to follow oral instructions
—	—	Identify ways to protect the body from injury
—	—	Identify safety hazards
—	—	Demonstrate use of safety procedures
—	—	Identify appropriate method of notifying supervisor when in need of assistance
—	—	Demonstrate ability to accept criticism
—	—	Demonstrate ability to accept orders

Marketing Education for Exceptional High School Students

Competencies Checklist

Materials Handler

Student Name: ____________________ Student S.S. # ____________________

Teacher(s) ____________________ ____________________

75% Mastery with: S=Supervision: M=Modification: P=Proficient without Support or Modification

S M P

1.0 Demonstrate Appropriate Human Relations
- Identify:
  - Responsibilities of a good employee
- Demonstrate:
  - Punctuality
  - Good attendance
  - Acceptance of constructive criticism

2.0 Demonstrate Appropriate Communication Skills
- Demonstrate:
  - Ability to follow oral directions
  - Ability to follow written directions
  - Use of proper speech

3.0 Demonstrate Accepted Safety Practices
- Identify:
  - Way to protect body from injury
  - Safety hazards
  - Importance of following company rules
- Demonstrate:
  - Use of safety procedures
  - Use of accident prevention
  - Use of personal safety devices

4.0 Demonstrate Employability Skills
- Demonstrate:
  - Completion of job application
  - Competency in job interview

5.0 Demonstrate Acceptance of Supervision on the Job
- Demonstrate:
  - Ability to accept criticism
  - Accepting orders

8.0 Receive and Stock Merchandise
- Identify:
  - Types of storage equipment

9.0 Control Inventory
- Demonstrate:
  - Ability to do physical inventory

CASHIER
211.362-010

They total bills, receive money from customers, make change, fill out charge forms, and give receipts. They operate standard or computerized cash registers. Grocery checkout clerks wrap or bag purchases, stock shelves, mark prices on items, arrange displays, and take inventory. Cashier is an entry level position requiring little or no previous work experience. Although there are no specific educational requirements, employers prefer to hire high school graduates. Nearly all cashiers are trained on the job.

No license or certification is required.

This category is expected to grow by 19% through the year 2005, due to the expanding demand for goods and services.

Cashier
Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2	1	
—	—	Identify responsibilities of a good employee
—	—	Demonstrate acceptable grooming, dress, and hygiene
—	—	Demonstrate honesty and loyalty
—	—	Identify appropriate method of notifying supervisor when in need of assistance
—	—	Demonstrate effective selling strategies
—	—	Demonstrate ability to use a cash register
—	—	Demonstrate ability to give change
—	—	Demonstrate proper method of check transactions
—	—	Demonstrate use of a calculator for closing a cash register drawer
—	—	Identify supply and demand

Marketing Education for Exceptional High School Students

Competencies Checklist

Cashier

Student Name: ____________________ Student S.S. # ______________________

Teacher(s) ____________________ ______________________________

75% Mastery with: S=Supervision: M=Modification: P=Proficient without Support or Modification

	S	M	P
1.0 Demonstrate Appropriate Human Relations			
Identify:			
Responsibilities of a good employee			
Demonstrate:			
Good attendance			
Acceptance of constructive criticism			
2.0 Demonstrate Appropriate Communication Skills			
Demonstrate:			
Ability to follow oral directions			
Ability to follow written directions			
Use of proper speech			
3.0 Demonstrate Accepted Safety Practices			
Identify:			
Importance of following company rules			
4.0 Demonstrate Employability Skills			
Demonstrate:			
Completion of job search			
Completion of job application			
Completion in job interview			
Completion of resume			
Completion of W-4 form			
Knowledge of pay check deductions			
5.0 Demonstrate Acceptance of Supervision on the Job			
Identify:			
Appropriate employee/employer interactions			
Demonstrate:			
Ability to accept criticism			
Positive attitude			
Accepting orders			
6.0 Cashier Selling Strategies			
Demonstrate:			
Knowledge of different types of customers & services			
Proper security precautions			
Perform housekeeping duties			
Handling coupons and food stamps			
Proper method of giving refunds			

S M P

7.0 Economic Principles

Identify:
- Purposes of advertising
- Forms of advertising media
- Competition

11.0 Stock Clerk

Demonstrate:
- Proper bagging techniques
- Courtesy to customers
- Proper greeting of customers
- Courteous handling of customer complaints

12.0 Host/Hostess

Demonstrate:
- Proper greeting of customers
- Courteous handling of customer complaints

RETAIL SALES WORKER
279.357-054

They are employed by virtually every type of retailer to assist customers in the selection and purchase of various products. Whether selling products, such as shoes, clothing, or computer equipment, a sales worker's primary job is to interest customers in the merchandise. They describe the construction of the product, demonstrate its use, or show various models or colors. Some special knowledge is needed to sell expensive or complex items.

No license or certification is required.

Growth expected to be 14% by 2005, keeping with growth in retail sales.

Retail Sales Worker
Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2 1

— — Demonstrate acceptable grooming, dress, and hygiene
— — Demonstrate use of proper speech
— — Demonstrate employability skills
— — Demonstrate knowledge of retail industry
— — Demonstrate ability to use cash register
— — Identify competition
— — Identify forms of advertising media
— — Demonstrate ability to give change
— — Demonstrate knowledge of customer motives for buying

Marketing Education for Exceptional High School Students

Competencies Checklist

Retail Sales Worker

Student Name: ____________________ Student S.S. # ________________________

Teacher(s) ____________________ ________________________________

75% Mastery with: S=Supervision: M=Modification: P=Proficient without Support or Modification

	S	M	P
1.0 Demonstrate Appropriate Human Relations			
Identify:			
Responsibilities of a good employee			
Demonstrate:			
Punctuality			
Courtesy			
Honesty and loyalty			
Cooperation with co-workers			
Good attendance			
Acceptance of constructive criticism			
2.0 Demonstrate Appropriate Communication Skills			
Demonstrate:			
Ability to follow oral directions			
Use a telephone in a business-like manner			
3.0 Demonstrate Accepted Safety Practices			
Identify:			
Importance of following company rules			
Demonstrate:			
Use of safety procedures			
4.0 Demonstrate Employability Skills			
Identify:			
Community resources for employment			
Demonstrate:			
Completion of job search			
Completion of job application			
Competency in job interview			
Completion of letter of application			
Completion of resume			
Completion of W-4 form			
5.0 Demonstrate Acceptance of Supervision on the Job			
Identify:			
Appropriate method of notifying supervisor when in need of assistance			
Appropriate employee/employer interactions			
Demonstrate:			
Ability to accept criticism			
Positive attitude			
Ability to be flexible			

S M P

Accepting orders
Showing initiative

6.0 Utilize Effective Selling Strategies

Demonstrate:

- Knowledge of the retail industry
- Knowledge of different customers and services
- Proper security precautions
- Perform housekeeping duties
- Ability to use credit card machines
- Proper method of check transactions
- Proper methods of giving refunds
- Using a calculator, operations related to closing a cash register drawer

7.0 Economic Principles

Identify:

- Purposes of advertising
- Profit earned

8.0 Receive and Stock Merchandise

Identify:

- Forms used in stocking receiving/stocking terminology

Demonstrate:

- Knowledge of reporting discrepancies in receipt of merchandise

9.0 Inventory Clerk

Identify:

- Inventory control terminology

Demonstrate:

- Ability to do physical inventory

11.0 Stock Clerk

Demonstrate:

- Proper use of pricing gun
- Appropriate housekeeping duties
- Proper bagging techniques
- Courtesy to customers

12.0 Host/Hostess

Demonstrate:

- Proper greeting of customers
- Courteous handling of customer complaints
- Telephone etiquette
- Proper appearance, grooming, and hygiene

2.0

Competency Certificate

This is to certify that:

____

Achieved the performance levels acknowledged
on the reverse side for the program:

____

These competencies specifically prepare this student for:

DOT Job Title________________________

DOT# ____________

This ____ Day of ____________, 199__

________________ ________________

Instructor Administrator

Retail and Marketing

Job Title: ______________________________

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2	1	List required competencies
—	—	______________________________
—	—	______________________________
—	—	______________________________
—	—	______________________________
—	—	______________________________
—	—	______________________________
—	—	______________________________

Core Competencies Mastered:

- **Demonstrate appropriate human relations skills**
- **Demonstrate appropriate communications skills**
- **Demonstrate accepted safety practices**
- **Demonstrate employability skills**
- **Demonstrate acceptance of supervision on the job**

Early Childhood Education

EARLY CHILDHOOD EDUCATION

Job Title: Nursery School Attendant DOT #359.677-018

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

1	2	
		01. Identify rules and regulations which govern child care.
		02. Maintain a safe, clean, and healthy learning environment.
		03. Plan food service and nutrition education.
		07. Demonstrate an understanding of developmentally appropriate practices.
		08. Demonstrate an awareness of children with disabilities.
		11. Demonstrate professionalism.
		12. Identify communications skills.
		15. Implement food service and nutrition education.
		17. Implement developmentally appropriate practices for program serving young children.
		18. Provide inclusion for children with disabilities.
		19. Use appropriate methods of guidance.
		23. Demonstrate leadership and organizational skills.
		25. Demonstrate communication skills.
		26. Display interpersonal relationship skills.

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Nursery School Attendant - Course Number 852032130

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
1.0	**Demonstrate Appropriate Human Relations**			
	Identify:			
	• Responsibilities of good employee			
	Demonstrate:			
	• Acceptable grooming, dress, & hygiene			
	• Punctuality			
	• Courtesy			
	• Honesty and loyalty			
	• Cooperation with co-workers			
	• Good attendance			
	• Acceptance of constructive criticism			
2.0	**Demonstrate Appropriate Communication Skills**			
	Demonstrate:			
	• Ability to follow oral directions			
	• Ability to follow written directions			
	• Use proper speech			
	Identify:			
	• Effective communication skills with personnel and parents			
	• Effective communication skills with children			

		S	M	P
3.0	**Maintain a Safe, Clean, & Healthy Environment**			
	Identify:			
	• Safety hazards			
	• Equipment or facilities that need repair			
	• Procedure for reporting accidents/incidents			
	• Characteristic of a healthy child			
	• Characteristic of a safe, healthy environment			
	Demonstrate:			
	• Use of safety procedures			
	• Use of accident prevention			
	• Use of personal safety devices			
	• Evacuation procedures			
	• Use of fire extinguisher			
	• Appropriate use of telephone in simulated emergency			
	• Safe & responsible use of equipment & supplies			
	• Ability to assist children with personal hygiene routines			

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Nursery School Attendant - Course Number 852032130

Student Name: ____________________ SS#: ____________________

Teacher(s) Name(s): ____________________ ____________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
4.0	**Demonstrate Employability Skills**			
	Identify:			
	• Community resources for employment			
	• Appropriate transportation			
	• Identify fringe benefits			
	• Acceptable work habits			
	Demonstrate:			
	• Completion of job search			
	• Completion of job application			
	• Competency in job interview			
	• Completion of letter of application			
	• Completion of resume			
	• Completion of W-4 form			
	• Knowledge of paycheck deductions			
5.0	**Demonstrate Acceptance of Supervision on the Job**			
	Identify:			
	• Appropriate method of notifying supervisor when in need of assistance			
	• Appropriate employee/employer interactions			

		S	M	P
5.0	*Demonstrate:*			
	• Ability to accept criticism			
	• Positive attitude			
	• Ability to be flexible			
	• Knowledge of the role of the supervisor			
	• Accepting orders			
	• Showing initiative			
6.0	**Identify Rules and Regulations which Govern Child Care**			
	Identify:			
	• Major areas of child care standards			
	• Information concerning child discipline in state rules			
	Demonstrate:			
	• Compliance with rules and regulations governing child care centers			
7.0	**Plan Food Service and Nutrition Education**			
	Identify:			
	• Nutritional needs of children			
	• Plan nutritional snacks			
	• Practices in safe, clean, and healthy food service			
	Demonstrate:			
	• Safe and sanitary food service habits			

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Nursery School Attendant - Course Number 852032130

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
8.0	**Implement Food Service and Nutrition Education**			
	Assist:			
	• With preparation of nutritious snacks			
	• With mealtime routines			
	Guide:			
	• Food preparation/nutrition education activities			
9.0	**Demonstrate an Understanding of Developmentally Appropriate Practices for Program Serving Young Children**			
	Demonstrate:			
	• Discuss the importance of learning through play			
10.0	**Demonstrate an Awareness of Children with Disabilities**			
	Identify:			
	Organizations & agencies that provide services or assistance to children with disabilities & their families			
11.0	**Comply with Rules & Regulations Which Govern Child Care**			
	Apply:			
	• Rules & regulations governing child care centers			

		S	M	P
12.0	**Implement Developmentally Appropriate Practices for Programs Serving Young Children**			
	Identify:			
	• Developmentally appropriate curriculum to enhance the physical, intellectual, social, emotional & creative			
13.0	**Provide Inclusion for Children with Disabilities**			
	Plan:			
	• Individual & group activities for children with disabilities			
14.0	**Display Interpersonal Relationship Skills**			
	Display:			
	• Sociability, empathy, understanding, and caring			
	• Honesty & integrity in interacting with children as well as co-workers			
	Respond:			
	• To needs and strengths of the multiethnic workplace			

EARLY CHILDHOOD EDUCATION

Job Title: Child Care Attendant, School DOT #355.674-101

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

1	2	
		01. Identify rules and regulations which govern child care.
		02. Maintain a safe, clean, and healthy learning environment.
		04. Identify and report child abuse and neglect accordance with state regulations.
		05. Identify principal of child development (birth though school age).
		07. Demonstrate an understanding of developmentally appropriate practices for programs serving young children.
		08. Demonstrate an awareness of children with disabilities.
		11. Demonstrate professionalism.
		12. Identify communications skills.
		14. Comply with rules and regulations which govern child care.
		16. Apply principles of child development.
		17. Implement developmentally appropriate practices for program serving young children.
		18. Provide inclusion for children with disabilities.
		21. Demonstrate employability skills.
		25. Demonstrate communication skills.
		26. Display interpersonal relationship skills.

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Child Care Attendant, School - Course Number 85032130

Student Name: ______________________ SS#: __________________________

Teacher(s) Name(s): ___________________ __________________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
1.0	**Demonstrate Appropriate Human Relations**			
	Identify:			
	• Responsibilities of good employee			
	Demonstrate:			
	• Acceptable grooming, dress, & hygiene			
	• Punctuality			
	• Courtesy			
	• Honesty and loyalty			
	• Cooperation with co-workers			
	• Good attendance			
	• Acceptance of constructive criticism			
2.0	**Demonstrate Appropriate Communication Skills**			
	Demonstrate:			
	• Ability to follow oral directions			
	• Ability to follow written directions			
	• Use proper speech			
	Identify:			
	• Effective communication skills with personnel and parents			
	• Effective communication skills with children			

		S	M	P
3.0	**Maintain a Safe, Clean, & Healthy Environment**			
	Identify:			
	• Safety hazards			
	• Equipment or facilities that need repair			
	• Procedure for reporting accidents/incidents			
	• Characteristic of a healthy child			
	• Characteristic of a safe, healthy environment			
	Demonstrate:			
	• Use of safety procedures			
	• Use of accident prevention			
	• Use of personal safety devices			
	• Evacuation procedures			
	• Use of fire extinguisher			
	• Appropriate use of telephone in simulated emergency			
	• Safe & responsible use of equipment & supplies			
	• Ability to assist children with personal hygiene routines			

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Child Care Attendant, School - Course Number 85032130

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
4.0	**Demonstrate Employability Skills**			
	Identify:			
	• Community resources for employment			
	• Appropriate transportation			
	• Identify fringe benefits			
	• Acceptable work habits			
	Demonstrate:			
	• Completion of job search			
	• Completion of job application			
	• Competency in job interview			
	• Completion of letter of application			
	• Completion of resume			
	• Completion of W-4 form			
	• Knowledge of paycheck deductions			
5.0	**Demonstrate Acceptance of Supervision on the Job**			
	Identify:			
	• Appropriate method of notifying supervisor when in need of assistance			
	• Appropriate employee/employer interactions			
	Demonstrate:			
	• Ability to accept criticism			
5.0	• Positive attitude			
	• Ability to be flexible			
	• Knowledge of the role of the supervisor			
	• Accepting orders			
	• Showing initiative			
6.0	**Identify Rules and Regulations Which Govern Child**			
	Identify:			
	• Major areas of child care standards			
	• Local licensing agency and its responsibilities			
	• Local fire, safety, sanitation, and health regulations			
	• Information concerning child discipline in state rules			
	Demonstrate:			
	• Compliance with rules and regulations governing child care centers			
7.0	**Plan Food Service and Nutrition Education**			
	Identify:			
	• Nutritional needs of children			
	• Plan nutritional snacks			
	• Practices in safe, clean, and healthy food service			
	Demonstrate:			
	• Safe and sanitary food service habits			

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Child Care Attendant, School - Course Number 85032130

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
8.0	**Identify and Report Child Abuse and Neglect in Accordance with State Regulations**			
	Identify			
	• The most common physical & behavioral indicators of physical abuse, sexual abuse, emotional abuse, & neglect			
	• State & local guidelines & procedures for reporting child abuse & neglect			
9.0	**Demonstrate an Understanding of Developmentally Appropriate Practices for Program Serving Young Children**			
	Demonstrate:			
	• Discuss the importance of learning through play			
10.0	**Demonstrate an Awareness of Children with Disabilities**			
	Identify:			
	Organizations & agencies that provide services or assistance to children with disabilities & their families			
11.0	**Comply with Rules & Regulations Which Govern Child Care**			
	Apply:			
	• Rules & regulations governing child care centers			

		S	M	P
12.0	**Implement Developmentally Appropriate Practices for Programs Serving Young Children**			
	Identify:			
	• Developmentally appropriate curriculum to enhance the physical, intellectual, social, emotional & creative			
13.0	**Provide Inclusion for Children with Disabilities**			
	Plan:			
	• Individual & group activities for children with disabilities			
14.0	**Display Interpersonal Relationship Skills**			
	Display:			
	• Sociability, empathy, understanding, and caring			
	• Honesty & integrity in interacting with children as well as co-workers			
	Respond:			
	• To needs and strengths of the multiethnic workplace			

EARLY CHILDHOOD EDUCATION

Job Title: Day Worker (Domestic Service) DOT #301.687-014

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

1	2	
		01. Identify rules and regulations which govern child care.
		02. Maintain a safe, clean, and healthy learning environment.
		03. Plan food service and nutritional education.
		09. Identify a knowledge of community needs and resources.
		10. Identify communication skills.
		11. Demonstrate professionalism.
		12. Identify communications skills.
		13. Demonstrate an awareness of responsibilities associated with balancing family, school, and work.
		15. Implement food service and nutrition education
		16. Apply principles of child development.
		19. Use appropriate guidance methods
		21. Demonstrate employability skills.
		24. Simulate an awareness of responsibilities associated with balancing family, school, and work.
		25. Demonstrate communication skills.
		26. Display interpersonal relationship skills.

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Day Worker (Domestic Service) - Course Number 85032120

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
1.0	**Demonstrate Appropriate Human Relations**			
	Identify:			
	• Responsibilities of good employee			
	Demonstrate:			
	• Acceptable grooming, dress, & hygiene			
	• Punctuality			
	• Courtesy			
	• Honesty and loyalty			
	• Cooperation with co-workers			
	• Good attendance			
	• Acceptance of constructive criticism			
2.0	**Demonstrate Appropriate Communication Skills**			
	Demonstrate:			
	• Ability to follow oral directions			
	• Use proper speech			
	• Use a telephone in a business like manner			
	Identify:			
	• Effective communication skills with personnel and parents			
	• Effective communication skills with children			

		S	M	P
3.0	**Maintain a Safe, Clean, & Healthy Environment**			
	Identify:			
	• Safety hazards			
	• Equipment or facilities that need repair			
	• Procedure for reporting accidents/incidents			
	• Characteristic of a healthy child			
	• Characteristic of a safe, healthy environment			
	Demonstrate:			
	• Use of safety procedures			
	• Use of accident prevention			
	• Evacuation procedures			
	• Appropriate use of telephone in simulated emergency			
	• Ability to assist children with personal hygiene routines			

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Day Worker (Domestic Service) - Course Number 85032120

Student Name: ____________________ SS#: ____________________

Teacher(s) Name(s): ____________________ ____________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
4.0	**Demonstrate Employability Skills**			
	Identify:			
	• Community resources for employment			
	• Appropriate transportation			
	• Identify fringe benefits			
	• Acceptable work habits			
	Demonstrate:			
	• Completion of job search			
	• Completion of job application			
	• Competency in job interview			
	• Completion of letter of application			
	• Completion of resume			
	• Completion of W-4 form			
	• Knowledge of paycheck deductions			
5.0	**Demonstrate Acceptance of Supervision on the Job**			
	Identify:			
	• Appropriate method of notifying supervisor when in need of assistance			
	• Appropriate employee/employer interactions			
	Demonstrate:			
	• Ability to accept criticism			

		S	M	P
5.0	• Positive attitude			
	• Ability to be flexible			
	• Knowledge of the role of the supervisor			
	• Accepting orders			
	• Showing initiative			
6.0	**Identify Rules and Regulations Which Govern Child Care**			
	Identify:			
	• Local fire, safety, sanitation, and health regulations			
	Demonstrate:			
	• Compliance with rules and regulations governing child care centers			
7.0	**Plan Food Service and Nutrition Education**			
	Identify:			
	• Nutritional needs of children			
	• Plan nutritional snacks			
	• Practices in safe, clean, and healthy food service			
	Demonstrate:			
	• Safe and sanitary food service habits			

Early Childhood Education For Exceptional High School Students

Competencies Checklist

Job title: Day Worker (Domestic Service) - Course Number 85032120

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
8.0	**Demonstrate an Understanding of Developmentally Appropriate Practices for Program Serving Young Children**			
	Demonstrate:			
	• Discuss the importance of learning through play			
9.0	**Implement Developmentally Appropriate Practices for Programs Serving Young Children**			
	Identify:			
	• Developmentally appropriate curriculum to enhance the physical, intellectual, social, emotional & creative development			
10.0	**Provide Inclusion for Children with Disabilities**			
	Plan:			
	• Individual & group activities for children with disabilities			
11.0	**Display Interpersonal Relationship Skills**			
	Display:			
	• Sociability empathy, understanding, and caring			
	• Honesty and integrity in interacting with children as well as co-workers			
	Respond:			
	• To needs and strengths of the multiethnic workplace.			

		S	M	P

The School Board of Broward County, Florida

Certificate of Achievement

COMPETENCY CERTIFICATE

Awarded to ____

This ________ *day of* ____________________________, *199*__

Has successfully demonstrated the competencies acknowledged on the reverse side for program of:

EARLY CHILDHOOD EDUCATION

These competencies specifically prepare this student for:

____

Signed ____

EARLY CHILDHOOD EDUCATION

Job Title: ______________________________

Major Competency Areas

The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below.

2 = SKILLED	can perform job independently with no additional training
1 = MODERATELY SKILLED	has performed job independently during training program; limited training required

2 1 List required competencies

— — ______________________________

— — ______________________________

— — ______________________________

— — ______________________________

— — ______________________________

— — ______________________________

— — ______________________________

— — ______________________________

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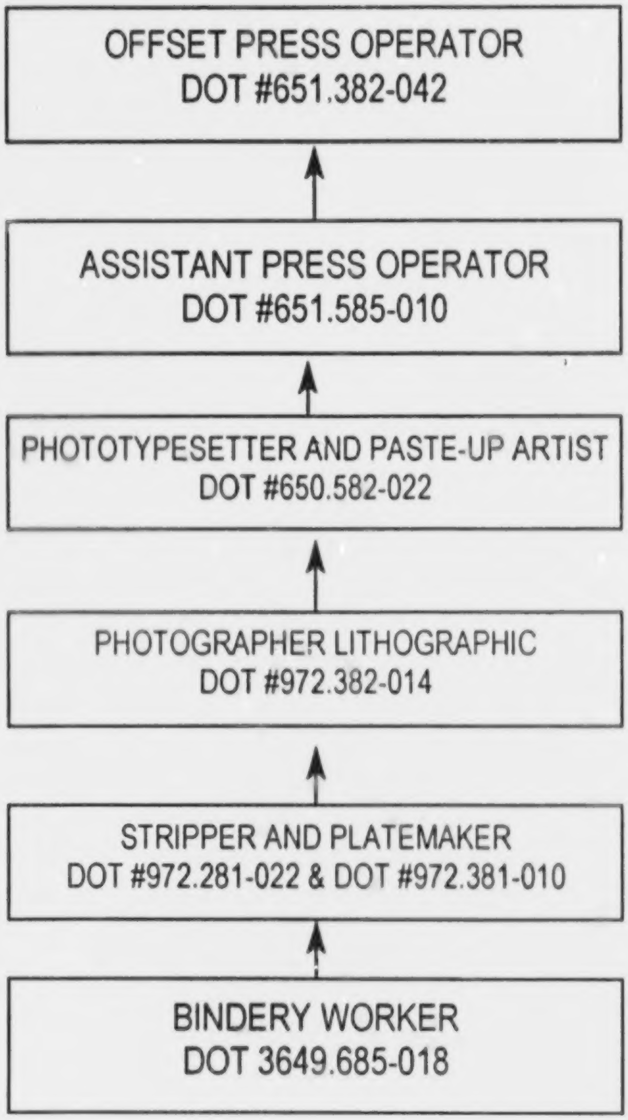
Graphic Arts

MOCPs JOB CHART



PRINTING PROGRAM
MODIFIED OCCUPATIONAL
COMPLETION POINTS

DOT # 651.382-042 OFFSET-PRESS OPERATOR

Makes ready and operates web or sheet-fed offset printing press to print single and multicolor copy from lithographic plates. Examines job order to determine quantity to be printed, stock specifications, color, and special printing instructions. Measures plate thickness and inserts packing sheet on plate cylinder to build up plate to printing height and installs and locks plate into position, using hand tools to achieve pressure required for printing. Washes plates to remove protective gum coating. Measures paper thickness and adjusts space between blanket and impression cylinders according to thickness of paper stock. Fills ink and dampening solution to plate cylinder. Starts press, examines printed copy for ink density, position on paper, and registration, and makes adjustments to press throughout production run to maintain specific registration and color density. Removes and cleans plate and cylinders. May apply packing sheets to blanket cylinder to build up blanket thickness to diameter of plate cylinder. May load paper into feeder or install rolls of paper, make adjustment to feeder and delivery mechanisms, and unload printed material from delivery mechanism.

DOT #651.585-010 ASSISTANT-PRESS OPERATOR

Performs any combination of following duties to assist printing press operator to make-ready, operate, and maintain roll-fed (web) or sheet-fed, single or multicolor flatbed, cylinder, offset, flexographic, or web press. Assist press operator to install paper packing sheets on impression (back-up) cylinder, fasten and install plates and blankets on press cylinder, using hand tools and power tools. Adjusts machine parts, such as feed and delivery mechanisms, or positions skid of unprinted sheets on feed device. Removes loaded skid of printed material from stacking mechanism, using hand truck, and replaces with empty skid. Fills fountains with ink paste, using a spatula. Tends press in absence of press operator. Observes mechanical operation and indicating gauges, such as ammeter and air pressure gages to ensure that specified operating levels are maintained. Assist in lubrication of press, using grease gun oil can.. Assists press operator to remove and replaces worn rollers and adjust pressure between rolls using hand tools. Cleans ink and distributing rollers, ink fountains, and printing type, using cleaning solvent, brushes, and rags. Cleans press and work area. Keeps daily time, production, and materials reports. Assists in exposing and developing printing plates.

Printing Education For Exceptional High School Students

Competencies Checklist

Course Number 8739000

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
1.0	**Demonstrate Proficiency in Performing Clerical Administrative Support Operations**			
	The student will be able to:			
	1.01 Establish sequences of job operations			
	1.02 Apply basic safety rules			
	1.04 Use job information jackets			
	1.06 Perform routine maintenance			
	1.08 Demonstrate use of material safety data sheets			
	1.09 Demonstrate proper handling of hazardous waste and chemicals			
2.0	**Demonstrate Appropriate Communication Skills**			
	The student will be able to:			
	2.03 Read and follow written and oral instructions			
	2.04 Answer and ask questions coherently			
	2.06 Demonstrate appropriate telephone/communication skills			
3.0	**Demonstrate Appropriate Math Skills**			
	The student will be able to:			
	3.03 Add, subtract, multiply, and divide using fractions, decimals, and whole numbers			
	3.05 Demonstrate an understanding of federal, state, and local taxes			
4.0	**Demonstrate Employability Skills**			
	The student will be able to:			
	4.01 Conduct a job search			
	4.02 Secure information about a job			
	4.03 Identify document which may be required when applying for a job interview			
	4.04 Complete a job application correctly			
	4.05 Demonstrate competence in job interview techniques			
	4.07 Identify acceptable work habits			
	4.08 Demonstrate knowledge of how to make job changes			
	4.09 Demonstrate acceptable employee health habits			
	4.10 Demonstrate a knowledge of the "Florida Right-To-Know Law"			
5.0	**Demonstrate an Understanding of Entrepreneurship**			
	The student will be able to:			
	5.01 Define entrepreneurship			
	5.02 Describe the importance of entrepreneurship			
	5.03 List the advantages and disadvantages of business ownership			
	5.04 Identify the risks involved in ownership of a business			
	5.05 Identify the necessary personal characteristics of a successful entrepreneur			
	5.06 Identify the business skills needed to operate a small business			

Printing Education For Exceptional High School Students

Competencies Checklist

Course Number 8739000

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
1.0	**Demonstrate Proficiency in Performing Assistant Press Operations**			
	The student will be able to:			
	1.01 Identify the equipment and materials used in offset press operations			
	1.04 Apply basic principles pertaining to fountain solutions			
	1.05 Apply basic pertaining to pH-control			
	1.06 Apply basic principle pertaining to coated and uncoated paper			
	1.09 Apply basic principle to plate preservation after presswork			
	1.12 Mix fountain solutions form concentrate			
	1.13 Mix ink to PMS specifications			
	1.18 Mount plate to press specifications			
	1.24 Set spray powder			
	1.26 Preserve plate for long-term storage			
	1.28 Perform routine press maintenance			

		S	M	P

Printing Education For Exceptional High School Students

Competencies Checklist

Course Number 8739000

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
2.0	**Demonstrate Proficiency in Performing Press Operations**			
	The student will be able to:			
	2.01 Identify the equipment and materials used in offset press operations			
	2.02 Apply basic principles pertaining to physical and chemical properties			
	2.03 Apply basic principles pertaining to dampening systems			
	2.04 Apply basic principles pertaining to fountain solutions			
	2.05 Apply basic pertaining to pH-control			
	2.06 Apply basic principle pertaining to coated and uncoated paper			
	2.07 Apply basic principles to pertaining to metal plates			
	2.09 Apply basic principle to plate preservation after presswork			
	2.10 Prepare press for operation by reviewing job-ticket specifications			
	2.12 Mix fountain solutions form concentrate			
	2.13 Mix ink to PMS ~~specifications~~			
	2.14 Introduce ink and fountain solution to press in proper sequence			
	2.15 Set up and adjust feeder specifications			
	2.16 Set up and adjust register system			
	2.17 Set up and adjust delivery system			
	2.18 Mount plate to press specifications			
	2.19 Mount blanket and adjust to press specifications			
	2.20 Set impression cylinder to paper thickness			
	2.21 Set and adjust ink and water rollers pressures			
	2.22 Make-ready press to assure ink and water balance			

		S	M	P
	2.23 Inspect and evaluate final make-ready sheet			
	2.24 Set spray powder			
	2.25 Produce required number of press sheets			
	2.26 Preserve plate for long-term storage			
	2.27 Perform press wash-up			
	2.28 Perform routine press maintenance			

Printing Education For Exceptional High School Students
Competencies Checklist
Course Number 8739000

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
3.0	**Demonstrate Proficiency in Performing Phototypesetter and Paste Up Artist**			
	The student will be able to:			
	3.01 Identify the equipment, tools, and materials used in design and copy preparation and the safety rules pertaining to each			
	3.02 Prepare thumbnail layout			
	3.03 Prepare rough layout			
	3.04 Prepare comprehensive layout including finished working dummy			
	3.05 Size and proportion photographs, line, drawing, and other copy elements			
	3.06 Copy fit and mark up (specify type size and style)			
	3.07 Prepare computer typesetting equipment for operations			
	3.09 Operate typesetting equipment			
	3.10 Process typeset copy			
	3.11 Proofread typeset output			
	3.12 Paste up mechanical elements			
	3.13 Prepare tissue overlay and specify color break, tint percentages, and reverses			
	3.14 Check and compare completed mechanical to comprehensive layout for final proof			
	3.15 Prepare desk-top publishing equipment for operations			
	3.16 Operate desk-top publishing equipment			
	3.17 Proofread desk-top copy			
	3.18 Modify existing copy utilizing desk-top publishing equipment			
	3.19 Prepare multiple-page copy utilizing desk-top publishing equipment			

		S	M	P

Printing Education For Exceptional High School Students

Competencies Checklist

Course Number 8739000

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
4.0	**Demonstrate Proficiency in Performing Photographer Lithographic Operations**			
	The student will be able to:			
	4.01 Identify the equipment and materials used in reproduction photography and the safety rules pertaining to each			
	4.02 Apply basic principles of photosensitomerty, orthochromatic, and panchromatic (including use of gray scale)			
	4.03 Apply basic principles of light pertaining to copy board illumination and exposure calculations for all camera functions			
	4.04 Apply basic principals to exposure control pertaining to reductions and enlargements			
	4.05 Identify the parts of the process camera and their use			
	4.06 Apply basic principles of darkroom chemistry			
	4.07 Prepare darkroom chemistry			
	4.08 Establish basic line exposure and exposure time			
	4.09 Apply basic principles of Kodak halftone computer and destiny guide			
	4.10 Establish basic exposures to determine time and temperature development			
	4.11 Produce line negatives to size			
	4.12 Inspect and compare line negatives to original mechanical			
	4.13 Produce halftone to size			
	4.15 Make line and halftone diffusion transfer prints			
	4.16 Inspect and compare prints to original mechanical			
	4.18 Use filters to hold/delete colors			
	4.19 Identify the parts of a contact from and light source			
	4.20 Produce contacts using orthochromatic			

		S	M	P

Printing Education For Exceptional High School Students

Competencies Checklist

Course Number 8739000

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P			S	M	P
5.0	**Demonstrate Proficiency in Performing Stripper and Platemaker Operations**								
	The student will be able to:								
	5.21 Identify equipment and materials used in the stripping process								
	5.22 Apply basic principles of stripping using T-square and triangle								
	5.23 Strip 1-color, 1-up layouts								
	5.24 Strip 1-color, multiple layouts								
	5.25 Strip 1-color, step layouts								
	5.26 Strip 1-color, 4-page layouts								
	5.27 Strip 1-color, 8-page layouts								
	5.28 Strip multiple burn layout								
	5.29 Strip multiple flat color layout								
	5.30 Inspect and evaluate flats to original mechanical								
	5.31 Identify equipment and materials used in platemaking								
	5.32 Produce proof on diazo or silver paper								
	5.33 Process proofs								
	5.34 Inspect and evaluate proofs to original mechanical								
	5.35 Produce additive or subtractive paper or metal plates								
	5.36 Process plates								
	5.37 Inspect and evaluate plates to proofs								
	5.58 File, handle, and retrieve flats and plates								

Printing Education For Exceptional High School Students

Competencies Checklist

Course Number 8739000

Student Name: ______________________ SS#: ______________________

Teacher(s) Name(s): ______________________ ______________________

75% Mastery with: S = Supervision; M = Modification; P = Proficient without support or modification

		S	M	P
6.0	**Demonstrate Proficiency in Performing Finishing/Binding Operations**			
	The student will be able to:			
	6.01 Identify equipment and materials used in the finishing/binding operations, their parts and functions, and safety rules relating to their operation			
	6.02 Apply basic principles of prepress paper cutting, post press caper cutting, and post bindery cutting			
	6.03 Apply basic principles of sheet cutting			
	6.04 Apply basic principles of grain, caliper, and finish (coated or uncoated) paper			
	6.05 Apply basic principles of signature configurations			
	6.06 Apply basic principles of knife and buckle folding			
	6.07 Apply basic principles of scoring and perforating			
	6.08 Apply basic principles of collating and gathering			
	6.09 Apply basic principles of binding alternative (saddle, side, perfect, comb, spiral, case, etc.)			
	6.10 Apply basic principles of adhesive binding (padding and fan-apart)			
	6.11 Apply basic principles of package and identification			
	6.12 Demonstrate methods of counting sheets			
	6.13 Hand jog 8.5" x 11" sheets			
	6.14 Hand jog 11" x 17" sheets			
	6.15 Machine jog sheets			
	6.16 Prepare rule-out of press sheet			
	6.17 Set-up and operate cutter			
	6.18 Prepare folding dummy from press sheet			

		S	M	P
	6.19 Set up and operate folder			
	6.20 Make a single fold			
	6.21 Make a multiple parallel fold			
	6.22 Make a right angle fold			
	6.23 Identify and define slitting, perforating, and scoring functions			
	6.24 Define collating flat sheets			
	6.25 Set up and operate stitcher (side and saddle)			
	6.26 Set up and operate comb bindery machine			
	6.27 Perform paper padding functions			
	6.28 Define perfect, spiral, and case functions			
	6.29 Set up and operate paper drill for standard loose-leaf binder			
	6.30 Define die-cutting, embossing, foil stamping, and numbering			
	6.31 Package and identify complete job according to job specifications			

Appendices

Appendix I
Workshop Presenters

Presenters -- MOCPs Meetings -- Fall 1997

BROWARD
Elizabeth Baskin
Teacher
Hallandale High School
720 N.W. 9th Avenue
Hallandale, FL 33009
954/457-2629

BROWARD
Debbie Batts
Teacher
South Broward High School
1901 N. Federal Highway
Hollywood, FL 33020
954/926-0844

BROWARD
Jacqueline Ford
Teacher
Stranahan High School
1800 S.W. 5th Place
Ft. Lauderdale, FL 33312
954/765-6831

BROWARD
Mike Perduto
Vocational/ESE Specialist
Broward County Schools
600 S.E. 3rd Avenue, 11th Floor
Ft. Lauderdale, FL 33301
954/765-6072

BROWARD
Larry Rothman
Vocational Teacher
Sheridan Vocational Technical Center
5400 W. Sheridan Street
Hollywood, FL 33021
954/985-3220

BROWARD
Rose Walsh
Teacher
Bright Horizons
3901 N.E. 1st Terrace
Pompano Beach, FL 33064
954/786-3799

BROWARD
Annette Zylinski
Curriculum Supervisor
Broward County Schools
600 S.E. 3rd Avenue, 11th Floor
Ft. Lauderdale, FL 33301
954/760-7404

DADE
Pat Hawkins
Vocational/ESE Specialist
Dade County Public Schools
1450 N.E. 2nd Avenue, Room 837
Miami, FL 33132
305/995-1864

DADE
Mary Jones
ESE Mainstream Support Teacher
Turner Tech
10151 N.W. 19th Avenue
Miami, FL 33147
305/691-8324, ext. 288

DADE
Peggy Pfenninger
CBVA Specialist
FDLRS South
5555 S.W. 93rd Avenue
Miami, FL 33165
305/274-3501

MOCPs Presenters (Cont'd.)

DADE
Lu Sisselman
Vocational/ESE Inservice Specialist
Dade County Public Schools
1450 N.E. 2nd Avenue, Room 836
Miami, FL 33132
305/995-1846

INDIAN RIVER
Barbara LaBella
ESE Trans. Specialist/Indian River County
Freshman Learning Center
1507 19th Street
Vero Beach, FL 32960
561/564-4925

MARTIN
Lloyd Ebling
STW Coordinator
Martin County High School
2801 S. Kanner Highway
Stuart, FL 34944
561/287-0710

MARTIN
Jean Koperski
ESE Transition Specialist
Martin County Schools
500 East Ocean Boulevard
Stuart, FL 34994
561/287-6400

ST. LUCIE
Jacki Steele
Voc/ESE Program Specialist
St. Lucie County Schools
532 N. 13th Street
Ft. Pierce, FL 34950
561/468-5167

rev. 11/24/97

Appendix II
Participants
October 1997 Meeting

MOCPs Meeting -- October 1997

DISTRICT CONTACT*	TEAM MEMBERS
Citrus Michael Miller Assistant Director Withlacoochee Technical Institute 1201 West Main Street Inverness, FL 34450 352/726-2430; FAX: 352/726-5842	**Karl Amundson, ESE Employ. Skills Spec. Butch Keiper, Student Services Counselor, WTI *Michael Miller Al Mitchell, ESE Teacher
Clay Gay Corbin ESE Job Coach, Applied Technology Clay County Schools 23 Green Street Green Cove Springs, FL 32043 904/284-6574; FAX: 904/284-6546	Roseanne Arvin, ESE Teacher-VE/SLD *Gay Corbin Martha McNerney, ESE Specialist
Collier David Baldaia, Director Career, Technical, & Continuing Educ. Collier County Schools 3710 Estey Avenue Naples, FL 34104 941/436-6462; FAX: 941/436-6414	*David Baldaia Denise Duzcik, Assistant Director, CTCE Charles Frontz, School-to-Career Coord. B.J. Lattanzi, Counselor, Naples H.S. Jean Lorenz, ESE Teacher Dwight Powell, ESE Coordinator (**Dee Whinnery, ESE Director)
Columbia Michael F. Millikin Director, VACE Columbia County Schools 523 W. St. Johns Street Lake City, FL 32025 904/755-8190; FAX: 904/758-4844	Carol Barnett, Teacher, F&CS **Vickie Ellis, Counselor

DISTRICT CONTACT*	TEAM MEMBERS
FSDB Frank Wadler School-to-Work Coordinator FSDB 207 N. San Marco Avenue St. Augustine, FL 32084 904/823-4653; FAX: 904/823-4306	Val Leal, Teacher/Blind Dept. Karen Rewis, Teacher/Deaf Dept. Carolyn Sendler, Guidance Counselor/Deaf Dept. *Frank Wadler
Hillsborough Catherine Conover TSA/Special Populations Hillsborough County Schools 5410 North 20th Street Tampa, FL 33610 813/231-1883; FAX: 813/231-1869	Nancy Bartels, Supervisor, Records & Academic Advisement *Catherine Conover Barilynn Self Janice Sherrick, Supervisor, Transition Rhonda Trainor, Supervisor, F&CS
Lake Billie Birdsong Vocational-Technical Coordinator Lake County Schools 201 W. Burleigh Blvd. Tavares, FL 32778 352/343-3531, x221 FAX: 352/343-0198	*Billie Birdsong Mary Ellen Burnett, ESE Program Spec. Lynn Jones, Assist. Dir., Lake County VTC Betsy Noiles, 504 Coord., Lake County VTC
Lee Michael Bursztyn ESE Vocational Coordinator Lee County Schools 2523 Market Street Ft. Myers, FL 33901 941/337-8103; FAX: 941/337-8653	*Mike Bursztyn Susan Cooley, Director, High Tech North Russ Crawford, Guidance Counselor, HTC Ed Kovacs, Guidance Counselor, HTN Sue Roshon, ESE Consultative Vocational Teacher, HTN Debbie Strachan, ESE Consultative Vocational Teacher, HTC

DISTRICT CONTACT*	TEAM MEMBERS
Okaloosa Linda Ladner ESE Teacher Okaloosa Applied Technology Center 1976 Lewis Turner Blvd. Fort Walton Beach, FL 32547 850/833-3500; FAX: 850/833-3284	Donna Benton, Occupational Specialist **Debra Husted, ESE Transition Specialist
Orange David Costner Senior Administrator, Technical & Adult Education Services Orange County Schools 445 West Amelia Street Orlando, FL 32801 407/317-3200 x2875 FAX: 407/317-3343	Trenna Lackey, EMH Specialist Marjorie Peco, Special Needs Coordinator Karen Peterson, ESE Vocational Continuum Coordinator **Larry Stallard, Guidance & Special Projects Coordinator
Osceola Joy Suldo Technical & Transition Specialist Osceola County Schools 703 Simpson Road, Suite 3 Kissimmee, FL 34744 407/344-5034; FAX: 407/344-5038	Wylene Cayasso, District Program Compliance Specialist Ted Steinhilber, Guidance Director, TECO *Joy Suldo David Suldo, Director, Student Services Bob Wolverton, FDLRS/Action
Pasco Gail Barnes Supervisor, Vocational Education Pasco County Schools 7227 Land O'Lakes Blvd. Land O'Lakes, FL 34639 813/929-2201; FAX: 813/929-2794	*Gail Barnes Donna Garguilo, Cooperative Consultation Rosie Justice, Work Evaluator Peter Kern, Culinary Arts Instructor Diane Stevens, Work Evaluator

DISTRICT CONTACT *	TEAM MEMBERS
Pinellas Karlton Ballard Project Mgr., Blueprint Transition Project Pinellas County Schools P.O. Box 2942 Largo, FL 33779 813/588-6540 FAX: 813/588-6202	*Karlton Ballard Dave Barnes, Director, CTAE - Secondary Michele Constantine, Job Placement Supv. Jerry Ditty, Voc. Resource Teacher Sharon Lane, VE Specialist/PTEC South Laura Sargent, Placement & Follow-up Coordinator Stan Shoaf, VE Specialist, PTEC/North Dennis Whipple, DEES VE/VE Supervisor
Polk Donna Swindle Assistant Director, ESE Polk County Schools P.O. Box 391 Bartow, FL 33831 941/534-0972 FAX: 941/534-0031	Cathy Chvartsman, ESE Voc. Teacher Paul Garrison, Registrar, Voc. Center Karen Hyman, Lead Staffing Specialist Barbara Loeding, Professor, Special Education, USF/Lakeland Cheryl Mathias, ESE Referral Coordinator/ Teacher **Kathy Mullens, FDLRS Specialist
Sarasota Sanders Bell STW & Disabilities Coordinator Applied Technology & Adult Educaton Sarasota County Schools 1960 Landings Blvd. Sarasota, FL 34231 41/927-9000 x2500 FAX: 941/927-4038	*Sanders Bell Eddy Boynton, Assist. Director, F&CS Jim Carney, Business Ed/Bus. Computer Jeffrey Durrance, Assistant Director/IND & AG Pam LaGasse, Health Occupations Judy Rodgers, Supervisor, ATAE/MIS
FSU Stacy Guerin, STW Liaison, Blueprint/Transition Project 312-F Stone Bldg. FSU - Center for Policy Studies Tallahassee, FL 32306-4070 850/644-8132; FAX: 850/644-5122	**Broward** Pam Levin, ESE Dept. Chair Tina Hess, ESE Specialist **Contact for Action Plans (if other than District Contact) rev 4/14/98

Appendix III
Participants
November 1997 Meeting

MOCPs Meeting -- November 1997

DISTRICT CONTACT*	TEAM MEMBERS
Brevard Margaret Lewis, Director Applied Technology & Vocational Education Brevard County Schools 2700 Judge Fran Jamieson Way Viera, FL 32940 407/631-1911 x380 FAX: 407/633-3447	Mary Jo Brackett, Consultant *Margaret Lewis Dr. Carol Rees, ESE Guidance Counselor **Michelle Shoaff, ESE Resource Teacher
Broward Annette Zylinski Curriculum Specialist Broward County Schools 600 S.E. 3rd Avenue Ft. Lauderdale, FL 954/760-7404 FAX: 954/765-6954	Christina Brown, Program Specialist Jacqueline Ford, Teacher Mike Perduto, Transition Specialist Larry Rothman, Teacher
Escambia Melinda Poe Transition Specialist Escambia County Schools, ESE 30 East Texar Street Pensacola, FL 32503 850/469-5557 FAX: 850-469-5672	Nancy Monish, Voc/ESE Teacher *Melinda Poe Eric Smith, Curriculum Coordinator
Flagler Stephen Fortier Transition Specialist/OJT Coord. Flagler County Schools 17 Pelican Lane Flagler Beach, FL 32136 904/437-7540 FAX: 904/437-7546	Floyd Binkley, Vocational Teacher Donna Fortier, ESE Teacher *Stephen Fortier David Hartley, DCT Coordinator Cynthia Gilbert, VR Counselor

DISTRICT CONTACT*	TEAM MEMBERS
Gadsden Reginald James, Director Vocational Education & Guidance Svcs. Gadsden County Schools 35 Martin Luther King Blvd. Quincy, FL 32351 850/621-9651 FAX: 850/627-2760	Michael Clark, Vocational Teacher Helene Donald, Guidance Counselor **Sharon S. Elias, Principal Camille Park, FDLRS Contact Fannie D. Smith, OJT Specialist/Transition
Gilchrist Mary Bennett ESE Director Gilchrist County Schools P.O. Drawer 67 Trenton, FL 32693 352/463-3153 FAX: 352-463-1149	**Kenny Fuquay, Vocational Ed. Teacher Bev Thomas, Consultant/Chair, Transition Council Jo Wilson, ESE Staffing Specialist
Highlands Gary Lee Coordinator, Vocational Education Highlands County Schools 426 School Street Sebring, FL 33870 941/471-5772 FAX: 941/471-5601	Doris Gentry, SFCC Vocational Resource Teacher/STW Specialist *Gary Lee Kathy Nelson, Transition Specialist Judy Nugent, Transition Specialist Jack Parr, SFCC Counselor
Indian River Mary Jane Young Sebastian River High School 9001 Shark Boulevard Sebastian, FL 32958 561/564-4170 FAX: 561/564-4182	Tina Ambers **Barbara LaBella, Transition Specialist *Mary Jane Young
cont'd. next page	

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DISTRICT CONTACT*	TEAM MEMBERS
Levy Beverly McGuire Vocational Coordinator Levy County Schools P.O. Drawer 129 Bronson, FL 32621 SC 645-5231 FAX: 352/486-5237	Jamie Barley, Vocational Teacher **Josie Crooms, ESE Teacher Robert Philpot, Vocational Teacher
Madison Stuart Fenneman Director, Special Programs Madison County Schools 312 North Duval Street Madison, FL 32340 850/973-5015 FAX: 850/973-5017	**Gail French, Staffing Specialist K. Elise Lynch, ESE Teacher Becky Sellers, Guidance Counselor
Marion Scarlet Lake Vocational Administrator Marion County Schools 1614 Fort King Street Ocala, FL 34471 352/629-8711 FAX: 352/629-6605	Larry Booth, Vocational Ed. Art Julien, Vocational Ed. Janet Moulton, ESE
Martin Jean Koperski Transition Specialist Martin County Schools 500 E. Ocean Blvd. Stuart, FL 34994 561/287-6400, x207 FAX: 561/287-6400 x204	Jim Cummingham, Culinary Arts Tchr. Lloyd Ebling, Occupational Spec. Al Fabrizio, Program Spec./Sec. *Jean Koperski Carol Ann Pickard, Voc. Mainst. Consult. Walter Stopera, Auto Mech. Teacher David Wortheim, Voc. Mainst. Consult.
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DISTRICT CONTACT*	TEAM MEMBERS
Seminole Karen Wesley Project Teacher/Blueprint Grant Seminole County Schools Velma Mitchell Annex 1401 S. Magnolia Avenue Sanford, FL 32771 407/323-5710 x327 FAX: 407/328-6954	Peggy Aycock, Vocational Education Cindy Heighton, Blueprint Grant *Karen Wesley
Sumter Carol Zinner Staffing Specialist, Bldg. 3 Sumter County Schools 2680 WCR 476 Bushnell, FL 33513 352/793-2248 FAX: 352/793-1612	*Carol Zinner
Suwannee Myra Brock Director, ESE Suwannee County Schools 702 2nd Street, N.W. Live Oak, FL 32060 904/364-2601 FAX: 904/364-2635	Sara Severence, Vocational Ed. Marilyn Loges, ESE Teacher Kim Thomas, Guidance
Mary Francis Luysterburg, FDLRS (Hillsborough) Madeline Hoke, Special Adult Programs (Hillsborough)	
** Contact for Action Plans (if other than District Contact)	rev. 12/1/97

Appendix IV
Course Modifications Rule

6A-6.0312 Course Modifications for Exceptional Students

School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modification to basic or vocational courses may include any of the following:

(a) The instructional time may be increased or decreased.

(b) Instructional methodology may be varied.

(c) Special communications systems may be used by the teacher or the student.

(d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC, to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:

(a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district pupil progression plan, or

(b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312(3)(a), FAC, shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

(6) The school board's provision for course modifications shall be incorporated in the district's pupil progression plan.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 232.246(5), 232.247 FS. History - New 4-30-85, Formerly 6A.6-312, Amended 4-23-87.

Appendix V
Overview of Modified Occupational Completion Points

MODIFIED OCCUPATIONAL COMPLETION POINTS IN VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

--MOCPs--

Janet Adams, DOE/DWD
850/487-3164; SC 277-3164

MOCPs - HISTORY

- » 1987 - Course Modifications Rule
- » 1989 - CBVA
- » 1990 - IDEA
- » 1993 - Multiple Exit Points
- » 1994 - Curriculum Restructuring
- » 1995 - Modified Occupational Completion Points (Secondary Students)
- » 1997 - ESE Matrix, IDEA Reauthorization, MOCPs Training

COURSE MODIFICATIONS RULE

- » Time
- » Instructional methods
- » Communications systems
- » Testing procedures
- » Vocational education curriculum (competencies)

CBVA

Curriculum-Based Vocational Assessment:

- » Continuous evaluation process
- » Based upon ongoing student performance
- » Documents mastery of skills
- » Focuses on student outcomes
- » Rating forms include work-related behaviors, generalized skill outcomes, & specific skill outcomes
- » Provides information for IEPs, transition planning, job placement, etc.

IDEA

- » Continued provisions for:
  - – free and appropriate public education (FAPE)
  - – least restrictive environment (LRE)
  - – procedural safeguards
  - – evaluations, eligibility, IEPs, & placement
- » Established transition requirements:
  - – transition planning
  - – begin age 16 or younger
  - – identify agency linkages & responsibilities

MULTIPLE EXIT POINTS

- » 1993 Work Group
- » Application of Course Modifications Rule
- » "Multiple Exit Points" defined
- » Competencies identified on IEP
- » Students reported as modified program completers

CURRICULUM RESTRUCTURING

- 1994 - DOE/DATAE vocational curriculum restructuring initiative
- Programs responsive to students and business/industry
- Models include cores, specialization, and completion points
- Data elements revised for reporting

MODIFIED OCCUPATIONAL COMPLETION POINTS

- 1995 - MOCPs terminology consistent with vocational curriculum restructuring
- Apply Course Modifications Rule
- Secondary students with disabilities
- Vocational job preparatory programs

MOCPs DEFINITION

- Selected sets of student performance standards from job preparatory program
- Fall between pre-established occupational completion points
- Documented on IEP
- Lead to competitive employment

MOCPs BENEFITS

- Increase flexibility
- Identify targeted outcomes
- Emphasize ability
- Increase opportunities/choices/success
- Consistent with quality Transition IEPs
- Contribute to diverse workforce

MOCPs PROCESS

- Review MOCPs
- Select specific MOCP
- Identify competencies on IEP
- Monitor/document student progress
- Report student as completer

MOCPs Reporting

- Vocational Instructional Setting/Method
- Completion
- Modified Occupational Completion Point

Appendix VI
Meeting Information

FLORIDA DEPARTMENT OF EDUCATION
Frank T. Brogan
Commissioner of Education

Contact Person	
Name:	Dr. Janet Adams
Phone:	850/487-3164 SC 277-3164

DATAE 97-30

August 13, 1997

MEMORANDUM

TO: Local Vocational Education Directors
Area Vocational Technical Center Directors
District Administrators of Exceptional Student Education
FDLRS Associate Contact Persons
Guidance Contact Persons

FROM: Joseph E. Stephens, Director
Division of Workforce Development

Dr. David Mosrie, Director
Division of Public Schools and Community Education

SUBJECT: Meeting: Modified Occupational Completion Points in Vocational Education for Students with Disabilities

A continuing priority of the Division of Workforce Development and the Division of Public Schools and Community Education is to better meet the needs of Florida's students with disabilities through inter-departmental collaboration. In response to this priority, the Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, and the Bureau of System Implementation and Technical Assistance, Division of Workforce Development, will co-sponsor an inter-departmental meeting on Modified Occupational Completion Points in Vocational Education for Students with Disabilities. The two day meeting which will begin at 1:00 p.m., Monday, October 27, and end at 3:00 p.m., Tuesday, October 28, 1997, will be held at the Embassy Suites Hotel-Westshore in Tampa. **All participant travel will be at local district expense**.

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The purpose of the workshop is to increase participants' knowledge and use of modified occupational completion points (MOCPs) in vocational education for secondary students with disabilities. The objectives of the meeting are to: (1) provide an overview of the purpose, benefits, and procedures for developing and reporting MOCPs; (2) share examples of successful district practices; and (3) develop local plans for implementing MOCPs.

It is anticipated that, as a result of the meeting, action plans for implementing MOCPs at the local level will be developed and implemented. Further, it is anticipated that as a result of this inter-departmental meeting, the following outcomes will be reached: (1) increased joint programming efforts by vocational and exceptional student education staff; (2) increased number of students with disabilities enrolling in vocational job preparatory programs; (3) increased number of students with disabilities completing vocational programs; and (4) increased number of students with disabilities making a successful transition from school to work (job placement).

Districts are invited to nominate teams, consisting of representatives from vocational education and exceptional student education. Districts are encouraged to identify other representatives, such as counselors, whose participation in this meeting would be beneficial to the local district. Teams will be selected on the basis of the appropriateness of participants nominated and the extent to which inter-departmental collaboration is occurring.

Attached please find a tentative agenda and the District Response Form. Due to space considerations, a limited number of district inter-departmental teams will be selected to participate. Districts are invited to nominate teams of five persons. If additional team members are desired, please note this on the response form. We will honor your request on a space available basis. To be considered for participation in this meeting, please submit the completed application by **Friday, September 12, 1997**, to:

Dr. Janet Adams, Supervisor
Programs for Students with Disabilities
Division of Workforce Development
Turlington Building, Room 714
325 West Gaines Street
Tallahassee, Florida 32399-0400
FAX: 904/487-1735

District team contact persons will receive written notification of participant acceptance by September 19, 1997. Hotel information will be provided at that time. District team contact persons will be responsible for notifying the other team members.

In February 1998, district teams will be requested to submit an update on the status of MOCPs activities at the local level. Contacts will be identified throughout the state to serve as resource persons and to provide technical assistance.

Should you have any questions, please contact:

Dr. Janet Adams, Supervisor
Programs for Students with Disabilities
Division of Workforce Development
Turlington Building, Room 714
325 West Gaines Street
Tallahassee, Florida 32399-0400
850/487-3164
E-mail: adamsj@mail.doe.state.fl.us

Michele Polland, Supervisor
Bureau of Instructional Support and
Community Services
Turlington Building, Room 614
325 West Gaines Street
Tallahassee, Florida 32399-0400
850/488-1106
E-mail: pollanm@mail.doe.state.fl.us

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Enclosures

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AGENDA

Modified Occupational Completion Points in Vocational Education for Students with Disabilities

Monday, October 27, 1997, 1:00 - 5:00 p.m.	Embassy Suites Hotel
Tuesday, October 28, 1997, 8:30 - 3:00 p.m.	Tampa, Florida

Monday, October 27, 1997

1:00 p.m. - 1:30 p.m.	Welcome and Introductions Purpose of the Meeting and Plan of Work
1:30 p.m. - 2:30 p.m.	Overview of Modified Occupational Completion Points (MOCPs) - Definition, Purpose, Benefits, Process for Developing
2:30 p.m. - 3:00 p.m.	Reporting MOCPs
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 5:00	MOCPs - Successful District Practices

Tuesday, October 28, 1997

8:30 a.m. - 10:00 a.m.	MOCPs - Successful District Practices
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 12:00 n.	Developing Local Plans for Implementing MOCPs
12:00 n. - 1:00 p.m.	Lunch on Your Own
1:00 p.m. - 3:00 p.m.	Developing Local Plans for Implementing MOCPs and Reporting Out

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AGENDA

Modified Occupational Completion Points in Vocational Education for Students with Disabilities

Thursday, November 6, 1997, 1:00 - 5:00 p.m.	Embassy Suites Hotel
Friday, November 7, 1997, 8:30 - 3:00 p.m.	Tampa, Florida

Thursday, November 6, 1997

1:00 p.m. - 1:30 p.m.	Welcome and Introductions Purpose of the Meeting and Plan of Work
1:30 p.m. - 2:30 p.m.	Overview of Modified Occupational Completion Points (MOCPs) - Definition, Purpose, Benefits, Process for Developing
2:30 p.m. - 3:00 p.m.	Reporting MOCPs
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 5:00	MOCPs - Successful District Practices

Friday, November 7, 1997

8:30 a.m. - 10:00 a.m.	MOCPs - Successful District Practices
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 12:00 n.	Developing Local Plans for Implementing MOCPs
12:00 n. - 1:00 p.m.	Lunch on Your Own
1:00 p.m. - 3:00 p.m.	Developing Local Plans for Implementing MOCPs and Reporting Out

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MODIFIED OCCUPATIONAL COMPLETION POINTS
ACTION PLAN
1997-98

District__________________

Contact Person________________________
Address ________________________
____
____
Phone # ________________________
Fax # ________________________

Team Members________________________
____
____
____
____
____

Outcome Statement____
____

Tasks	Who is responsible?	Who else is involved?	Timeline (Begin) (End)	Status/Update

MOCPs Action Plan page ________

District____________________

Tasks	Who is responsible?	Who else is involved?	Timeline		Status/Update
			(Begin)	(End)	

NOTES

Florida Department of Education
Affirmative action/equal opportunity employer
Frank T. Brogan, Commissioner

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